

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting on Monday, December 23, 2013 at 7:30 p.m. in the Council Chambers at 3 Primrose Street.

D. Leidlein, Chair	J. Reed
L. Roche, Vice Chair	L. Gejda
K. Alexander(absent)	R. Bienkowski
J Vouros	1 Staff
D. Freedman	2 Public
K. Hamilton	3 Press
M. Ku	

Mrs. Leidlein called the meeting to order at 7:36 p.m.

Item 1 – Consent Agenda

MOTION: Mrs. Roche moved to approve the consent agenda which included the minutes of December 3 and December 9, 2013, the donation of \$781.00 to Middle Gate School for Veteran's Day activities, a \$3,396.25 donation to Sandy Hook School, the donation of the Educational Alliance Grant of \$500 to Sandy Hook School, the donation of equipment for the high school music lab, the donation of \$5,000 for the high school tech ed department, the Debate Team field trip and personnel items which includes authorization for the Superintendent to hire Jay Smith to serve as Interim Assistant Principal at Newtown Middle School while Tony Salvatore is on leave until on or about March 31, 2014. Motion passes unanimously.

Item 2 – Public Participation – none

Item 3 – Reports

Chair Report: Mrs. Leidlein asked for motions to add discussion and possible action on the high school auditorium and Board of Education committees.

MOTION: Mrs. Ku moved that the Board of Education add a discussion and possible action on the high school auditorium to new business. Mr. Freedman seconded. Motion passes unanimously.

MOTION: Mrs. Ku moved that the Board of Education add discussion and possible action regarding Board committees. Vote: 4 ayes, 1 abstained (Mrs. Roche), 1 nay (Ms. Hamilton)

Correspondence Report: The following correspondence was received:

Mr. Freedman regarding protocol for Board members visiting schools
Mrs. Leidlein regarding the Board presentation at the joint meeting
Mr. Vouros regarding confirmation of receiving the \$25,000 donation from Swiss Army
Cindy Smith regarding a merchant account analysis
Mrs. Leidlein through Mary Ann Jacob regarding the high school auditorium
Kevin Fitzgerald regarding the makeup of the Board
Ms. Feola-Guerrieri and Dr. Gejda regarding schools of distinction
Offer from Cindy Moore regarding a Marshall Arts course
Mrs. Leidlein regarding a public act that addresses carrying money over year to year
Mrs. Leidlein listing all subcommittee members
Pat Llodra encouraging the Board to have a discussion on school safety
Eric Larson regarding Boy Scouts wanting to help the town
Adam Keenan from Chicago asking for a donation from the Board for their Chicago organization

Mrs. Leidlein stated there would be an FOIA workshop at the meeting on February 18. Mrs. Ku asked to have a discussion regarding a possible student rep be added to the Board of Education. This may want to be referred to the policy committee. Mrs. Leidlein said that requests to visit schools should go through the Superintendent's office. There was a request for a Board retreat which will be scheduled.

Ms. Hamilton said there are a few concerns regarding emails between Board members. This is not allowed as these are considered meetings under FOIA rules.

Superintendent's Report:

Dr. Reed shared a small poster which lists a state phone number for anyone to report something they see which they have a concern about and stated the poster will be placed in various areas of the school system.

There will be an executive session on security at the next meeting.

We received confirmation that all camera installations in the schools will be will be completed by January 2. We also expect to receive notification on the SERV Grant any day.

Dr. Reed congratulated high school principal, Chip Dumais, for receiving the Outstanding Scholar Award in the graduate program at Central Connecticut State University.

The doors at the high school front lobby are now operational for electronic locking and unlocking which will be operated by staff.

Coherence Planning Report:

John Vouros read the members of the Coherence Planning Committee which included Dr. John Reed, Dr. Linda Gejda, Joni Capoccitti, Phil Cruz, Chip Dumais, David Freedman, Julie Haggard, Tom Kuroski, Pat Llodra, Gail Maletz, Jo-Annek Peters, Laura Roche, Lisa Schwartz, Denise Tramosch, Anne Uberti, and John Vouros.

Jonathan Costa spoke about the work of the committee. One-third of all the work in this plan is what was required by the state. The committee met four times. You will have the source document as a framework for the new superintendent. This plan shows the weight of the work being addressed. He stated that Newtown is beyond its capacity to get done what is planned to do.

Mrs. Ku said as a new Board member she found it very useful.

Mr. Freedman felt it was a great opportunity to be on the committee.

Item 4 – Old Business

Educational Specifications for the New Sandy Hook School:

Dr. Reed said there have been some changes since these were approved on June 18. Svigals has had numerous meetings with various groups. He and Dr. Gombos have reviewed what is there. He said that ultimately there is a framework which the total square footage must be aligned to.

Ms. McFadden said that any further changes will be made to meet the goals of each educational space. We will come back to the Board with any changes as we move forward.

Ms. Hamilton asked what the next step was after approval tonight.

Dr. Reed said this approval was needed now primarily for the design team to work on the schematics with possibly three scenarios to bring forward.

Mr. Brotman said that in past projects the state is only looking for the number of students and programs. What we have now is sufficient.

Ms. McFadden said the state asked for a comparison of the square footage from the former school and the present ed specs.

MOTION: Mr. Freedman moved that the Board of Education approve the educational specifications for the new Sandy Hook School. Ms. Hamilton seconded. Motion passes unanimously.

Adoption of the SOS Program:

Dr. Reed stated that we have spoken about teenage depression and David Jacob was here to answer questions regarding this program.

MOTION: Ms. Hamilton moved that the Board of Education adopt the SOS Program as presented. Mrs. Ku seconded.

Dr. Jacob stated that depression can ultimately be related to thoughts about suicide. Every high school and middle school student with parental permission will complete an anonymous self-administered depression screening for self-awareness and the possibility a student may refer a friend for assistance. There are 8,000 schools in the nation that have used this program.

Mr. Vouros asked why we weren't doing this for students in the fifth and sixth grades and younger.

Dr. Jacob hoped to eventually address the younger grades but this research-based program wasn't developed for that age.

Mr. Freedman felt because we have a larger number of counselors available we would have enough staff for the younger grades. He asked who did the training.

Dr. Jacob stated the trainer is from Massachusetts. The training would take 12 days for the high school and 10 days for the middle school.

Mrs. Roche asked what would be sent to parents.

Dr. Jacob said that parental permission would have to be required.

Mrs. Ku asked what would happen with the survey information.

Dr. Jacob said we would collect the surveys which would be anonymous.

Mr. Vouros was concerned that the children understand the seriousness of the survey. The time you give them to talk about this should not be limited.

Dr. Jacob said that three support team members would be in each class for the discussions. They would include teachers and at least a social worker, psychologist or counselor.

Dr. Reed feels an environment where students are cognizant of the traits of depression would be helpful. The teachers discuss their students with each other. At parents meetings we have to acknowledge that these questions are indicators. With the size of our staff we are prepared to give additional support.

Motion passes unanimously.

Item 3 – Reports (continued)

MOTION: Mrs. Ku moved to approve the financial report and transfers for the month ending November 30, 2013. Mr. Vouros seconded.

Mr. Bienkowski reported that all major object accounts were in a positive balance. We know what our transportation and tuition grants will be which is \$289,000 more than when we developed the budget. Under purchased property services some projects will be funded under the Department of Justice Grant. We have had a number of emergency repairs and have spent 62% of our budgeted amount for these repairs.

Mr. Freedman asked if money could be put aside that will help with future large purchases in our budget.

Mr. Bienkowski said we can reserve 1% in our revolving account with approval of the Board of Finance.

Ms. Hamilton said usually the money is expended before the end of the school year. It might be more beneficial to save the money for larger expenses in the future.

Mr. Bienkowski said we don't want to use that money for operating expenses.

Ms. Hamilton suggested modifying the layout of the transfer report in the future.

Mr. Bienkowski said this format comes from the ledger system adopted in 2009.

Motion passes unanimously.

Committee Reports:

Mrs. Roche said the policy committee has been meeting regularly and at the last meeting

Ms. Hamilton took over as chair.

Ms. Hamilton said they were currently looking at policies that Dr. Reed said need to be addressed first. Ms. Hamilton reviewed the policy development process and reported that the committee had completed 18 policies which needed to be reviewed by the Superintendent.

They are working with Dr. Bruce Storm, a volunteer retired Superintendent of Schools, and also include staff members for their input.

Item 4 – Old Business (continued)

MOTION: Mrs. Ku moved that the Board of Education approve the budget goals for the 2014-2015 as presented. Mr. Vouros seconded.

Ms. Hamilton suggested changes in the order of the goals. Security measures in item #3 should be moved below item #1, mental health should also be under item #1, student success plans should be in item #3, and item #5 planning for future needs should be more specific. She suggested adding to collaborate with the municipal government and also adding a flat budget moving forward this year.

Dr. Reed felt we shouldn't state adding a zero increase as a goal statement because that would be an action the Board could take this February.

Mrs. Leidlein is also in favor of a zero budget but would like to hear what Dr. Reed presents.

Mrs. Ku agreed that it isn't a budget goal.

Ms. Hamilton had heard the frustration about taxes from the community. She doesn't want to lose programs but we must be realistic.

Mrs. Roche didn't feel comfortable giving that direction to Dr. Reed. We need to wait and see the budget that is brought forward.

MOTION: Ms. Hamilton moved to add as #6 to collaborate with the municipal government to look for ways to provide better efficiencies and more transparent operations in administrative overhead areas. Mr. Freedman seconded.

Ms. Hamilton would like to see discussions with school and town personnel on how to do this. An outside organization did a study on this. This is a step by step process. Dr. Reed said he would review the study and proceed with an investigation pertaining to the Board assuming the responsibility for town buildings for cleaning and maintenance. There are implications when thinking about combining services.

Mr. Bienkowski said there is a lot of cooperation with the town such as with the insurance program and the town highway department maintaining our vehicles. The town is on the same software system and we buy our diesel fuel with the town but the town technology systems are entirely different from ours.

Mrs. Leidlein proposed a friendly amendment to add collaborate with the town and explore the ramifications of collaboration regarding better efficiencies and more transparent operations in administrative overhead areas.

Ms. Hamilton said we can review the possibilities of combining services and only make the change if it makes sense.

Dr. Reed said the First Selectman and superintendent need to have these discussions.

Mrs. Roche made a friendly amendment to add "investigate the possible collaboration with the municipal government..."

Vote on amendment: 5 ayes, 1 nay (Mrs. Ku) Amendment passes.

MOTION: Ms. Hamilton moved an amendment to add #7 to have a goal of a zero percent budget increase. Mr. Freedman seconded.

Mrs. Ku felt the job of the Board of Education was to represent the best interests of the students.

Ms. Hamilton said we have to make the reductions and not be forced by another board. We still had trouble passing the budget last year. A lot of tax increase was from the Board of Education budget.

Dr. Reed is not opposed to zero increase if that's the right number. He said it would be helpful to the future superintendent to have the budget goals completed by October 30th.

Vote on amendment to add a zero budget increase: 3 ayes, 3 nays (Mrs. Roche, Mr. Vouros, Mrs. Ku) Motion fails.

Final vote on the budget goals: 5 ayes, 1 nay (Ms. Hamilton)

Item 5 – New Business

Personnel Item:

Dr. Reed spoke about the resignation for retirement for Jo-Ann Peters-Edmondson.

MOTION: Mrs. Roche moved that the Board of Education accept the notification from Jo-Ann Peters-Edmondson of her retirement effective January 3, 2014. Ms. Hamilton seconded.

Motion passes unanimously.

MOTION: Mrs. Roche moved that the Board of Education authorize the employment of Jo-Ann Peters-Edmondson as Interim Principal of Hawley School through June 30, 2014. During this

six month period she will have five vacation days and be eligible for six sick days and one personal day. Mr. Vouros seconded. Motion passes unanimously.

The Board thanked Mrs. Peters-Edmondson for staying until the end of the school year.

Appointment of Committee:

Mrs. Leidlein referred to the Board bylaws on the appointment of committees. Currently there are four committees which are Communications, CIP/Facilities/Finance, Policy, and Contract Negotiations. Coherence is an existing committee. It was recommended to have a security, a special education/gifted education and a technology committee as assignments, not standing committees.

Ms. Hamilton said technology could be part of curriculum and instruction. We also need to have a liaison for the Legislative Council and Board of Finance meetings.

Mrs. Leidlein said Mrs. Ku would be on the Education Connection Board and Mr. Vouros would continue on the AIS Magnet School Committee. She would like the Legislative Council and Board of Finance to send reps to our meetings. Those on the CIP and facilities committee could also be on the Sandy Hook building project committee. The Coherence Committee would be removed.

Ms. Hamilton said it was the responsibility of the superintendent's office to update the coherence report.

Dr. Reed felt this should be a partnership with the superintendent and Board of Education. He agreed with the major committees. If you have a curriculum committee they would give their recommendation to the rest of the Board for approval. Essential committees should be appointed now which includes the security committee.

Ms. Hamilton felt the policy committee could use one more person.

Mr. Freedman would be on that committee.

Mr. Freedman and Ms. Hamilton would be on the CIP/Finance and Sandy Hook building committee.

High School Auditorium Project:

Mrs. Leidlein received a communication regarding the high school auditorium.

Dr. Reed was looking into this and felt it was premature discussing this tonight.

Mrs. Leidlein said this could go back to the CIP/Facilities committee. The CIP will be presented to the Board of Finance on January 8.

Item 6 – Public Participation – none

MOTION: Mr. Freedman moved to adjourn. Mr. Vouros seconded. Motion passes unanimously.

Item 7 – Adjournment

The meeting adjourned at 11:04 p.m.

Respectfully submitted:

Kathy Hamilton
Chair

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting on Tuesday, December 3, 2013 at 7:30 p.m. in the Council Chambers at 3 Primrose Street.

D. Leidlein, Chair
L. Roche, Vice Chair
K. Hamilton, Secretary
K. Alexander
J. Vouros
D. Freedman
M. Ku

J. Reed
L. Gejda
R. Bienkowski
3 Staff
3 Public
3 Press

Dr. Reed called the meeting to order at 7:34 p.m.

Item 1 – Election of Officers

MOTION: Mr. Vouros nominated Debbie Leidlein for chair. Mr. Alexander seconded. Motion passes unanimously.

Mr. Vouros stated that he respects Mrs. Leidlein and Mrs. Roche and it was a pleasure to support them in their work to move the district forward for children and staff.

MOTION: Mr. Vouros nominated Laura Roche for vice chair. Motion passes unanimously.

MOTION: Mrs. Roche nominated Kathy Hamilton for secretary. Motion passes unanimously. Mrs. Roche said that Ms. Hamilton will do great service to the schools has phenomenal dedication.

Dr. Reed asked that a brief executive session to be added to the meeting for a leave request and discussion of an interim candidate.

MOTION: Mrs. Roche moved to add an executive session for a leave request and discussion of an interim candidate. Ms. Hamilton seconded. Motion passes unanimously.

Item 2 – Consent Agenda

MOTION: Mr. Alexander moved that the Board of Education approve the consent agenda which included the donation of books to Middle Gate School, the leave of absence for Orlando Callands, custodian, the resignation of David Trau, paraeducator at Newtown High School, and the child rearing leave of absence for Paige Hyman, teacher at Newtown High School. Mr. Alexander asked that the minutes of November 19, 2013 be removed. Mrs. Roche seconded. Motion passes unanimously.

MOTION: Mr. Freedman moved that the Board of Education approve the minutes of November 19, 2013. Vote: 4 ayes, 3 abstained (Mr. Alexander, Ms. Hamilton, Mrs. Ku)

Item 3 – Public Participation

Don Leonard, 38 Joelle Court, appreciated Dr. Reed's willingness to attend a Liberty at Newtown board meeting regarding the budget. He thanked the Board for all their work.

Item 4 – Reports

Correspondence: Ms. Hamilton said there was a letter from Pat Llodra regarding a space needs study and encouraging us to move forward with school projections.

Chair Report: Mrs. Leidlein stated the Board of Education was invited to attend a joint meeting with the Legislative Council, Board of Selectmen and Board of Finance regarding the budget on December 18 at 7:30 p.m.

Superintendent's Report:

Dr. Reed said in checking with CABA he was told he can provide a variety of information under reports. Listing "Any Other Matters" is appropriate to have on the agenda. For this agenda "School and District News" was added for the opportunity to share additional items.

He spoke about one time gifts used to decrease this year's budget by \$110,000. We received \$50,000 from Pearsons for a savings in contract services, \$45,700 from Apple and \$5,000 from Cisco which we were taken out of the equipment budget. Other donations totaling \$10,000 were taken from the instructional supplies account.

If you consider the IDEA Grant for special ed services is projected to decrease by \$135,000 in this account, we are \$245,000 short in covering existing items in the 2014-2015 budget.

A section of the proposed Superintendent's budget will reflect how diligently the Board of Education staff has worked with donations from generous providers as well as the U.S. government for bringing millions of dollars of needed goods and services into Newtown and not ask for town funds.

We had a visit from Federal officials in charge of the SERV Grant and also from the Department of Justice regarding their grant. We are very optimistic that we will receive what we assumed we would. Dr. Reed authorized filling two counselor vacancies with one at Head O'Meadow and the other at Reed Intermediate School paid for by the SERV Grant. Dr. Reed thanked First Selectman Llodra, Melissa Brymer, and the AFT leadership who spoke to their leadership in Washington for help in putting our needs before the right people. We had spoken about encumbering money in technology and maintenance but Dr. Reed is optimistic we will be able to reimburse all expenses related to security.

Dr. Reed provided information on possibly charging tuition for the preschool program next year. The budget will have a revenue estimate for tuition for the non-disabled peers in this program where we currently have 25 students. We also provided information from neighboring districts comparing their program hours and tuition.

Ms. Hamilton asked if this was similar to the high school preschool program.

Dr. Reed said it was a different program. He would get that information.

Mr. Vouros asked if we charge tuition and parents don't want to pay if it would impact the other children.

Dr. Reed didn't feel it would because there is no shortage of students looking for this type of program.

The next Board meeting will include a Freedom of Information workshop with CABA at 6:30 p.m. There will also be a report on the NICE Program. Regarding the Ed Specs, the architects have Board of Education

been invested in tours with staff and parents. He asked Julia McFadden to prepare a short report to show differences from the previously approved Ed Specs. She also wanted him and Mrs. Gombos to look them over so they will be available for the next meeting.

There will be a discussion with Jonathan Costa regarding Coherence Planning. He also hopes to have the curriculum and a rollout plan regarding depression in youth.

We are looking for a Board member to volunteer to be on the Education Connection Board of Directors. This is a two-year term. Dates will be forwarded to the Board members.

Mr. Vouros volunteered to be on the magnet school advisory board again this year. Dr. Reed said we were downsizing our enrollment by five students.

Ms. Hamilton asked when the security report would be ready. Dr. Reed spoke to the representative from John Jay College who said we could hear something today. The report is supposed to go to our attorney.

Ms. Hamilton asked if we had an overall schedule for the building of Sandy Hook School. Dr. Reed would get an updated schedule. We are hoping the schematics are approved in January and will be breaking ground by April. They feel the school will be finished by May of 2016.

Regarding enrollment projections, Mrs. Roche sent him the Ridgefield study which is very comprehensive. The cost was \$17,500 cost which will be in the budget. Chung's report was \$25,000.

Pat Llodra felt there should be two organized media events. Today the print media from major newspapers in state such as Danbury, New Haven, the Courant and others met with him and Pat. Monday will be a broadcast press conference with him, Pat, Reverend Matt Crebbins, Cody Foss and Chief Kehoe.

Mr. Freedman asked the time and if it was a confined event. Dr. Reed would get that information for the Board.

Assistant Superintendent's Report:

Action on Information Literacy Standards:

Dr. Gejda introduced Jeanne Bugay, middle school library media specialist, who facilitated this document for over two years. These standards contain critical skills for the students. The document includes common skills and content but is not a full curriculum. These standards are meant to be embedded into content-area curricula at each grade level. Ms. Bugay, using the attached document, gave examples of how teachers would incorporate them into activities.

MOTION: Mr. Alexander moved that the Board of Education approve the Information Literacy Standards as presented. Mrs. Roche seconded.

Mr. Vouros asked if this was done in all classes.

Dr. Gejda said that at the elementary level the library media specialists work with students to develop these skills. Principals will incorporate it into their schools.

Ms. Hamilton asked how kindergarten and grade one would be addressed.
Ms. Bugay said the objectives are different and there is additional support and guidance.
Dr. Gejda said we can see the connection with vertical alignment and are working at a developmentally appropriate level. One of the high school graduation standards is information literacy so this ties closely to that standard.
Motion passes unanimously.

Secondary School Reform:

Mr. Dumais' report addressed the state's change in the timeline for students graduating in 2020. They will be required to complete 25 credits for graduation. He spoke about teachers needed for the state mandated courses. He recommended requiring 23 credits for the graduating class of 2018, 24 credits for the class of 2019 and 25 credits for the class of 2020. This decision needs to be made by January 2014.

Mr. Vouros questioned whether we could offer high school credits for eighth grade students to help reach their credit requirements.

Mr. Dumais felt math and languages could be possibilities.

Mrs. Leidlein asked about students in the high school for five years.

Mr. Dumais said that 20 or 30 students graduate early or go beyond the four years.

Mrs. Leidlein asked if students could take seven credits.

Mr. Dumais said that was possible. Some credits are earned over the summer. We are also looking at other options such as online courses but students need to be supervised so online courses are best taken in school.

Mrs. Leidlein asked the difference between the number of students losing credits due to grades or absences.

Mr. Dumais would get that information.

Dr. Reed said we see possible savings to reallocate the additional courses we need to offer and looking at summer courses is an option for students with a full schedule. We would have to move ahead with the policy to phase in this change.

Ms. Hamilton asked if there would be specific changes for the policy.

Dr. Reed said Dr. Gejda and Mr. Dumais would give them information for the policy subcommittee.

Ms. Hamilton felt it would be helpful to look at each year and the enrollment for all the classes.

Mr. Dumais stated they have been looking at the individual situations with course enrollment.

Ms. Hamilton said it would be helpful for the other boards to see where the stressors are.

Item 6 – New Business

Future Enrollment Study:

Dr. Reed met with Pat Llodra regarding an enrollment study and she was fine with waiting until the beginning of the next school year to begin the study. We would pick the consultant and complete the study by November 1, 2014. One of the challenges is we don't know when the new superintendent will start. We also need to know who will do the joint space study and we will need to be involved in that person's selection.

He isn't sure when the SERV Grant will expire and we have to consider that several rooms in our schools are being used for positions through this grant. The possibility of having a daycare program as Monroe does would be helpful. Tuition covers the operating costs. Regarding the space needs study it is important we define what our space needs will be. The strategic plan can incorporate space needs and utilization.

Ms. Hamilton referred to the enrollment study. She wanted to be sure we are working in parallel to the town's study. Our numbers are near Chung's middle projections until this year.

Dr. Reed said Ridgefield had an enrollment study by McBride and McLoon. Dr. Chung is retired. He feels it's more comprehensive than Chung's report.

Mr. Freedman was in favor of collaboration and choosing the right time to do the study.

Dr. Reed indicated that some towns leased closed schools years ago. He hopes the population is clear enough to make the right decision.

Item 5 – Old Business

Budget Goals for 2014-2015:

Ms. Hamilton asked to consider combining town and school departments.

Dr. Reed said we had a Town wide technology department but that was dissembled.

Combining maintenance would need a complex discussion about what resources would accompany the increased responsibilities. Personnel work is different on our side so we would have to absorb Town personnel work. Again, the very question is what increases would accompany the increased responsibilities to make it realistic.

Mr. Alexander said there is some integration with payroll systems and insurance. We also look into buying oil with the town.

Dr. Reed said we are using the same financial system but each side maintains their own records.

Mr. Bienkowski said according to the IRS we are two different employers.

Mrs. Roche asked to table the 2014-2015 budget goals until the next meeting.

Item 7 – Public Participation

MOTION: Mr. Alexander moved to go into executive session to discuss a requested leave of absence and an interim candidate and invited Dr. Reed. Mrs. Roche seconded. Motion passes unanimously. Executive session began at 10:45 p.m. and ended at 11:05 p.m.

MOTION: Mr. Freedman moved to adjourn. Mr. Alexander seconded. Motion passes unanimously.

Item 8 – Adjournment

The meeting adjourned at 11:08 p.m.

Respectfully submitted:

Kathy Hamilton
Secretary

**Board of Education
Newtown, Connecticut**

Minutes of the special Board of Education meeting on Monday, December 9, 2013 at 7:00 p.m. in the Council Chambers at 3 Primrose Street.

D. Leidlein, Chair	J. Reed
L. Roche, Vice Chair	B. Mitchell
K. Hamilton, Secretary	G. Benson
K. Alexander	M. Frank
J. Vouros	G. Hoerauf
D. Freedman	
M. Ku	

Item 1 – Call to Order

Mrs. Leidlein called the meeting to order at 7:05 p.m.

MOTION: Ms. Hamilton moved to go into executive session to discuss a legal issue and invited Bob Mitchell, George Benson, Monte Frank, GERALYN HOERAUF, and John Reed. Mrs. Ku seconded. Motion passes unanimously.

Item 2 – Executive Session

Mr. Alexander joined the meeting at 7:15 p.m.

Mrs. Leidlein left the meeting at 8:45 p.m.

Executive session was completed at 9:15 p.m.

MOTION: Mrs. Roche moved to adjourn. Mr. Freedman seconded. Motion passes unanimously.

Item 3 – Adjournment

The meeting adjourned at 9:20 p.m.

Respectfully submitted:

Kathy Hamilton
Secretary

Consent Agenda
December 23, 2013

- Minutes of December 3 and 9, 2013
- Donations: Middle Gate School
NHS Music Lab
NHS Tech Ed. Dept.
- NHS Debate Team Field Trip
- NMS Interim Assistant Principal



Fwd: Software Donation for NHS Music Lab

On Mon, Nov 18, 2013 at 2:51 PM, Michelle Hiscavich
<hiscavichm@newtown.k12.ct.us> wrote:

Good Afternoon,

FYI - We have received a very generous donation of D16 Total Bundle. This is a software package that offers a multitude of professional sounds for the music lab to be used by our Music Technology students.

The information from the website:

This bundle gathers all plug-ins we have made:

- **Phoscyon** - taking the classic analogue sound of the legendary 303 silver box into the future. It offers an unmatched sound together with many advanced features. To read more click [here](#).
- **Drumazon** - emulates the famous 909 drum machine. All the instruments are synthesized in exactly the same way as the original. All the nuances and detail of the original are captured perfectly. In addition, all Drumazon instruments have enhanced controls. This extra functionality allows the user to adjust the sounds further than on the original unit. To read more click [here](#).
- **Nepheton** - emulates the famous 808 drum machine. All the nuances and details of the instruments sounds are captured perfectly. The instruments models are equipped with additional controls giving you possibility to tweak the sound much better. To read more click [here](#).
- **Nithonat** - is fully synthesized drum machine which emulates classic 606 box. This perfect emulation is enhanced with extra functionality taking the little pocket drum machine to the new dimension. To read more click [here](#).
- **Devastor** - simple but remarkable *Multiband Distortion Unit*. It is an enhanced version of the distortion unit from our famous Phoscyon synthesizer. To read more click [here](#).

- **Fazortan** - *Controlable Space Phaser* created with the most advanced analog modelling techniques. To read more click [here](#).
- **Decimort** - *High Quality Bit Crusher* with a complex and advanced signal processing algorithms, simulating the behaviour of the whole sampling path which exists in every AD/DA converter. To read more click [here](#).
- **Redoptor** - High quality *Vintage Tube Distortion* with an exact emulation of a tube's circuits. To read more click [here](#).
- **Toraverb** - *Space Modulated Reverb* is a concept algorithm reverb. It allows the user to create practically ANY type of reverb. To read more click [here](#).
- **Syntorus** - *Double Path Analog Chorus* is a chorus effecting unit with a double delay line. It's capable of emulating almost every classic unit available. To read more click [here](#).
- **LuSH-101** - *Multitimbral Polyphonic Synthesizer* is a synthesizer, which basic simplicity combined with its multilayer architecture turns it into an easy-to-use but extremely powerful instrument that can be programmed and tweaked quickly, almost effortlessly leveraging its maximum potential. To read more click [here](#).
- **Sigmund** - *High Quality Flexible Delay Unit* is far from just another delay: it consists of four discrete delay units, each with its own, independent set of parameters offering an incredible degree of sound-shaping freedom. To read more click [here](#).

This was forwarded to Newtown High School through Robert Robinowitz of Healing Newtown/Newtown Cultural Arts Commission.

Chris Lee has verified that this is something that would work with our operating system and could be utilized in our music lab with our students.

Please let me know if you need further information.

December 17, 2013

TO: John Reed

FROM: Charles S. Dumais

Please accept the donation of \$5,000 from Mr. and Mrs. Poulter to purchase technology equipment and supplies. This is a very generous donation that will have a tremendous impact on the Newtown High School Tech Ed. Department.

Mr. and Mrs Poulter
2 Vona Way
Newtown, CT 06470

REVISED DONATIONS

DONATIONS

To BOE for Approval on December 23, 2013

12/23/2013

Middle Gate
 C.&E. Sferruzzo Family for Veterans Day activities
 \$ 781.00
 Ck# 2231

SHES
 Rancho-Starbuck Intermediate School
 Whittier, CA
 \$3,396.25
 Ck# 2395

Total \$ 4,177.25

SHES Library
 Newtown Public Schools
 \$ -

Total \$ -

NPS Teachers
 \$ -
\$ 4,177.25
 \$ 4,177.25



Fwd: Educational Alliance Grant

1 message

----- Forwarded ~~message~~ -----

From: <CMarkou@allianceenergy.com>

Date: Fri, Dec 20, 2013 at 10:52 AM

Subject: Educational Alliance Grant

To: gombosk@newtown.k12.ct.us

Dear Principal Gombos,
Good morning I spoke with you in the beginning of the week and was looking for a date to set up presenting you a check. I have attached the information letters for what the \$500 is for. I would like to try and present the check to you by no later than the January 10, 2014.
If you have any questions regarding this, please feel free to contact me at your convenience. I look forward to hearing from you.

Happy Holidays!

Chris



Chris Markou

Alliance Energy, LLC.

Phone: 845-213-9109

Fax: 518-533-3457

Email: Cmarkou@allianceenergy.com

<https://mail.google.com/mail/u/0/?ui=2&ik=0f2bd2ebeb&a...> 12/20/2013



FIELD TRIP BUS REQUEST FORM

Teacher Making Request: Saladin Date: 12/12/13

Other Staff Involved: Thomas

Date of Proposed Field Trip: Jan 17th - Jan 19th

Class/Group Involved: Debate

Number of Students Scheduled to Make Trip: 19

Other Adults (non-teachers) Chaperoning the Trip (list names): Not available

Destination: Lexington High School (MA)

Place and Time of Departure: 12:00 MHS

Estimated Time of Return: 5:00 pm - ~~12~~ Jan 18th

Special Arrangements (i.e. stopping at a restaurant, picnic, etc.) _____

Estimated Cost of Transportation: 1180.00 \$ 1,720 Plus Tolls

Estimated Cost per Student: _____

Other Information: _____

PRINCIPAL APPROVAL BY SIGNATURE: [Signature] DATE: 12/19/17

OVERNIGHT/OUT-OF-STATE FIELD TRIP BOE APPROVAL: _____ DATE: _____

Billing Information

Bill to: _____

Pricing: _____ Hours @ _____ per hour = _____

_____ Miles @ _____ per mile = _____

Minimum Charge: _____

Total Charge per Bus: _____

Confirmation

Information taken by: _____ Date Confirmed: _____

Confirmed by: _____ Recorded in Book: _____

Newtown Public Schools
Coherence Planning

2013-2014



Mission, Focus
And Constancy
Of Purpose

The Coherence Planning Team

Dr. John Reed – *Interim Superintendent*

Linda Gejda – *Assistant Superintendent*

Joni Capoccitti – *GE Capital*

Phil Cruz - *Teacher*

Chip Dumais – *Principal*

David Freedman - *Board of Education*

Julie Haggard - *Pupil Services*

Tom Kuroski - *Teacher*

Pat Llodra - *First Selectman*

Gail Maletz - *Teacher*

Jo-Ann Peters - *Principal*

Laura Roche - *Board of Education*

Lisa Schwartz - *Parent*

Denise Tramposch - *Parent*

Anne Uberti - *Principal*

John Vouros - *Board of Education*

Jonathan P. Costa, Sr

EDUCATION CONNECTION - *Process Facilitator*

Statement of Planning Purpose

This is a challenging time of change for all public schools in the state of Connecticut. Transitioning to the Common Core State Standards, shifting from the Mastery Test to the Smarter Balanced assessments, guiding the transition from an analogue to a digital instructional and assessment environment, implementing the most ambitious teacher and administrator evaluation, accountability and support model ever designed, and the list goes on. Each of these items if taken alone would require a significant management and leadership effort to ensure successful implementation. When taken together, they reflect the largest shift in practice and expectations in recent public school history.

And for those who live and work in Newtown, there are additional factors to consider. On top of this already heavy reform lift, place the weight of the tragedy at Sandy Hook and the ongoing residual effects of same. Additionally, there is the prospect of hiring and adjusting to a new Superintendent and a significant turnover in other key administrative positions. Finally, of course, there are the normal daily reality of all staff working to ensure the welfare and learning of the students in their care. It is within this context that the Coherence Planning Team came together to complete this task mapping process.

The purpose of this plan is to use a systems orientation to make plain for the district's constituents all of the current improvement or management processes that are underway or need to be completed in the near future. The use of the term "current" is purposeful as there were no new initiatives added during this work, the group simply recognized and captured what was already in process. By doing so, the district hopes to increase efficiency and alignment while decreasing feelings of organizational fragmentation. Finally, by ensuring everyone understands what is being done, what needs to be done and why, this plan will provide the incoming Superintendent with an effective foundation from which to begin his/her tenure.

A Mission Focused Systems Orientation

The mission of the Newtown Public Schools, a partnership of students, families, educators and community, is to **INSPIRE EACH STUDENT TO EXCEL** in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community.

We accomplish this by creating an unparalleled learning environment characterized by:

- *High expectations*
- *Quality instruction*
- *Continuous improvement*
- *Civic responsibility*

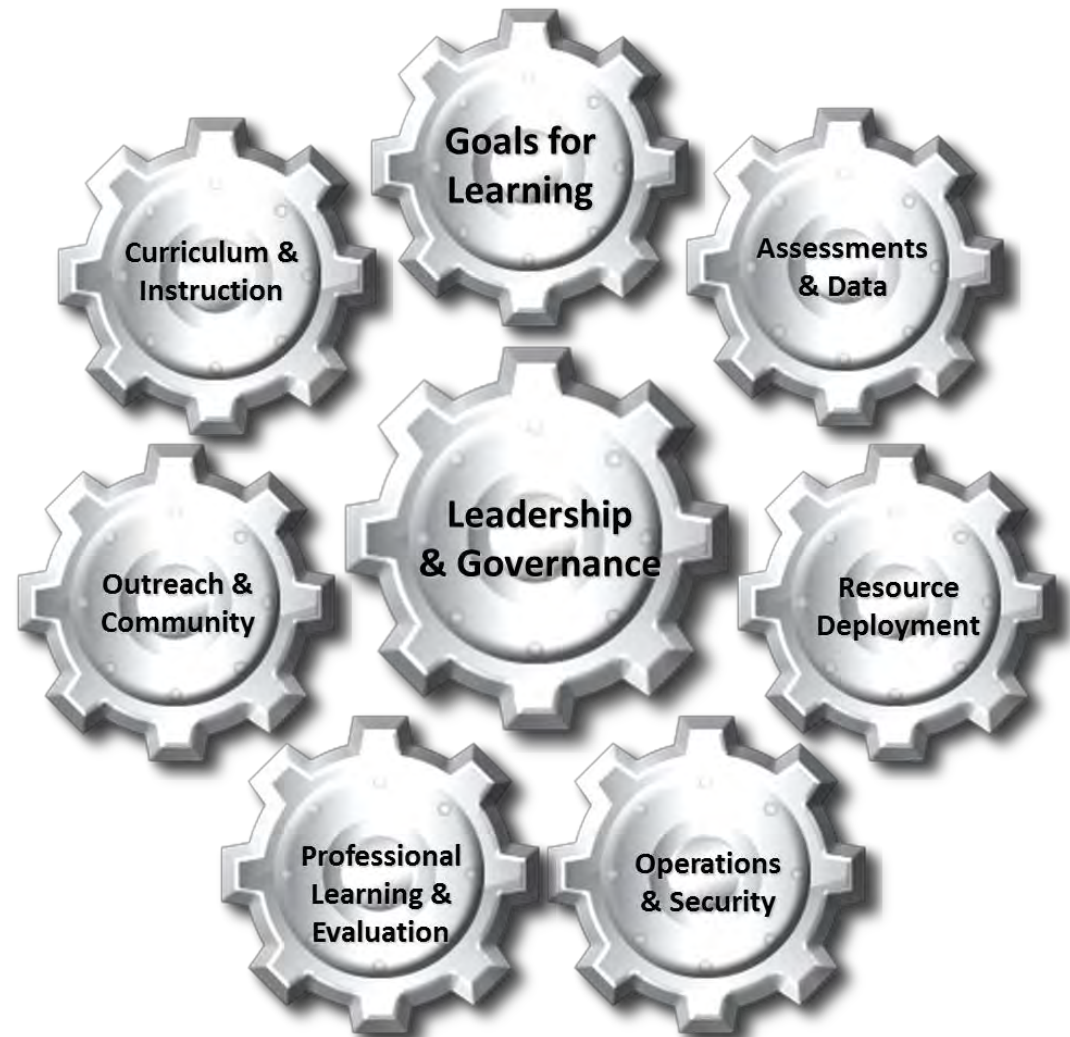


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Leadership & Governance	Processes that guide and direct the district and bind all of the other systems of the enterprise together.	Page 9
Goals for Learning	Processes that determine what students should know and be able to do as a result of the experience of attending the Newtown Public Schools. Reflected in goals and priorities as determined through policy and practice.	Page 17
Curriculum & Instruction	Processes that support the creation, dissemination and implementation of the curriculum materials and the instructional practices that the district determines are required for their effective implementation.	Page 21
Assessment & Data	Processes that create, implement and track the assessments and data that reflect the quality of practices designed to ensure the completion of the district’s stated mission and goals for student learning.	Page 26
Outreach & Communications	Processes that are used to engage and communicate with the school community and support all of the constituents who are aligned with its mission and services.	Page 31
Resource Deployment	Processes that lead to the acquisition, alignment with priorities, deployment and monitoring of resources in support of the mission and learning goals.	Page 33
Professional Learning & Evaluation	Processes that build the capacity and evaluate the quality of the professional and support staff through the system.	Page 36
Operations & Security	Processes that support and protect the infrastructure and human capacity that the district needs to complete its mission.	Page 39

Coherence Plan – Commitments and Obligations at a Glance

Curriculum & Instruction

- **New standards instruction**
- **Student Success Plans**
- Program review and improvement for Full Day K, K-8 RW, & Stepping Stones
- Differentiation Capacity Building
- Gifted Educational Programming
 - PBIS

Outreach & Community

- Develop and Implement a comprehensive support and communications plan for:
- State and federal requirements
 - Curriculum and instructional changes
 - Response to Safe School and Substance Abuse data
 - SERV Grant implications and services

Professional Learning & Evaluation

- **New professional learning requirements**
- **Implications for professional learning implied by Common Core, Smarter Balance, NEASC, NWEA, and other goals and requirements**
- Implementing and aligning new professional evaluation plans and processes

Common Core/NEASC/State & Federal Requirements

Goals for Learning

- **Revised State Standards**
- **21st Century Skills**
- **25 credits for graduation – 2020**
- **Proficiency options**
- Content specific standards

Leadership & Governance

- **Superintendent search**
- **Board and policy changes**
- **Budget process**
- **External reviews and accreditation**
- New Sandy Hook construction
- SERV Grant implementation
- Coherence, focus, new staff assimilation & constancy of purpose

Assessment & Data

- **Smarter Balance**
- **NWEA**
- **Collection, storage and retrieval of data**
- **Collection, evaluation and use of Safe School and Substance Abuse data**
- **Alignment and integration of all district-wide assessment practices**

Resource Deployment

- **Budget development**
- **Technology support and capacity needs**
- Impacts of declining enrollment
- External resource allocations

Operations & Security

- Operational priorities and efficiencies
- Security planning and implementation
- Building infrastructure and support

Local Goals, Values and Capacity

Major Deliverables/Activities Summary by Month for the next Calendar Year

Ongoing through the entire planning period....

- Preparation for high school NEASC accreditation
- Managing the approval and implementation of the SERV grant
- Implementation, training and support (curriculum and instruction) for revised State Standards
- Implementation, training and support (curriculum and instruction) for 21st Century Skill Standards
- Preparation for 25 graduation credits and/or implementation of proficiency credit standards
- Preparation for implementation of student success plans for all students 6-12
- Program review, assessment and continuous improvement for Full Day K, K-8 RW, & Stepping Stones programs
- Successful implementation of PBIS
- Preparation for implementation of Smarter Balanced Assessments
- Implement and support the new professional evaluation systems for teachers and administrators
- Implement and support the new professional learning requirements for teachers and administrators
- Complete and implement a comprehensive security planning process and associated security improvements

December, 2013

- Screening and finalizing Superintendent candidate pool
- New Board seated
- New Board orientation and trainings

January, 2014

- Superintendent Interviews
- Policy reviews initiated
- Budget process underway – priorities set
- Adoption of Sandy Hook Educational Specifications
- Technology (infrastructure, hardware, and software) capacity audit
- Mid-year conferences for teacher and administrator evaluations

February, 2014

- Superintendent selection/contract
- Ongoing budget work

March, 2014

- New Superintendent – target start date/set
- Ongoing budget work and communications
- Implementation of Smarter Balanced Pilot Test

April, 2014

- Ongoing budget work and communications and vote
- Approval of Sandy Hook building design
- Technology Audit results due

May, 2014

- BOE Receives recommendations from the Gifted Education Study Committee
- Convene Communications Planning Team
- Implement Technology Audit recommendations

June, 2014

- Comprehensive review of student assessments for alignment and value
- End of year conferences for teacher and administrator evaluation

Summer, 2014

- Improved protocols for more efficient use of student assessment data
- Develop Communications Plan

Fall, 2014

- Implement Communications Plan



Processes that guide and direct the district and bind all of the other systems of the enterprise together.

Commitments and Obligations:

1. Complete the Superintendent search process
2. Integrate new Board membership and continue the review of critical district policies
3. Manage and complete the district budget development process
4. Prepare for and complete external reviews and accreditation processes
5. Oversee, guide and manage the new Sandy Hook School construction process
6. Oversee, guide and manage the implementation of the School Emergency Response to Violence (SERV) Grant implementation
7. Ensure overall leadership for coherence, focus, new staff assimilation & constancy of organizational purpose

1. Complete the Superintendent search process

The school district is currently being served by an interim superintendent. It is an expressed goal of the Board of Education (BOE) to identify a permanent superintendent that can lead the school district for the long-term, hopefully starting as soon as March 2014. To fulfill this goal, the district has contracted with the Connecticut Association of Boards of Education (CABE) to conduct and complete this search. The position has been advertised, focus groups held, a leadership profile created, and candidate screening will soon be underway.

Success Criteria for this Commitment/Obligation:

- Robust candidate pool
- Several appropriate finalists
- Successful contract and terms negotiated and settled

- New Superintendent has broad Board, staff, and community support

Steps Required	Outcome	Resource/Resp.	Date Due
Build candidate pool	Several qualified candidates vying for the position	CABE Consultant	Dec., 2013
Interviews	Top candidates are interviewed by Board	CABE/BOE	Jan./Feb., 2014
Selection and reference checks	Consensus candidate selected and references are vetted	CABE/BOE	March, 2014
Negotiate a contract/establish a start date as part of contract	Terms settled, contract signed, start date is established	CABE/BOE	June, 2014 at latest

2. Integrate new Board membership and continue the review of critical district policies.

Following normally established calendar for municipal elections, new Board members have been elected and seated. They begin their service on December 2, 2013 and the first task will be an election of officers and the reorganization of the Board. Following that, there are a number of essential learnings and outcomes that are required to ensure the proper functioning of the Board during this time of tremendous challenge and change. These include:

- Content of this Coherence Plan – simply getting up to speed on everything that is happening in the district.
- Current Board of Education goals
- CABE New Board Member Training – Roles and Responsibilities
- Informal orientation topics
- Attend FOI seminar for all new town officials
- Requirements, tasks related to transitioning to a new superintendent.
- Ongoing review of key district policies

Success Criteria for this Commitment/Obligation:

- Knowledgeable and Cohesive Board
- Efficient and legal proceedings
- Positive and productive Board and Superintendent working relationship
- Up-to-date and effective policies in place to guide district practice

Steps Required	Outcome	Resource/Resp.	Date Due
Election of new BOE members	Successful election – all seats filled	Public Vote	Nov. 5, 2013
Determination of BOE roles/seats	Cohesive Board	Board Vote	Dec. 2, 2013
Orientation/training for new BOE members <ul style="list-style-type: none"> • <i>Content of this Coherence Plan</i> • <i>Current Board of Education goals</i> • <i>CABE New Board Member Training</i> • <i>Attend FOI seminar</i> 	Highly effective BOE that works well together and with interim superintendent/new superintendent	BOE/Superintendent & External consultants as needed	Ongoing
Review all District policies outside of the 9000 series	Updated policies	BOE/Committee/ Superintendent/BOE to adopt	By January 30, 2014 determine if assistance needed from CABE
Implement annual review process	Policies will remain up to date and be addressed in a timely manner	BOE/Superintendent	Implement in 1 st quarter 2014 – to become effective in 2 nd quarter 2014

3. Manage and complete the district budget development process

The annual budget development process is already underway and this year’s version will be among the most consequential in recent history. Two competing forces – legitimate demands created by externally imposed requirements, continuous improvement imperatives, and the tragedy of December, 2012 – will be countered by the reality of declining enrollments throughout the district. The administration and Board’s ability to show that they have thoughtfully balance these factors in a transparent way that satisfies a plurality of the community will ultimately be the measure of success of this critical process.

Success Criteria for this Commitment/Obligation:

- Recognized transparency – a detailed budget with rationale available to all
- Balance declining enrollment with student needs and recognizes needs of community/district
- Awareness about content is communicated with an opportunity for community engagement
- There is support of Board of Education proposed budget from the Board of Finance and Legislative Council
- Successful referendum vote on April 22, 2014

Steps Required	Outcome	Resource/Resp.	Date Due
District budget process planned and communicated	Provide transparency/build awareness to voting public	Superintendent/BOE	Ongoing until vote on April 22, 2014
Conduct various reviews with BOE, BOF, LC	Communication and engagement with constituents	BOE/Superintendent	To be determined
Multi-channel approach to informing the community	Social media, traditional media, website, sign-up for e-mail, etc.	BOE/Superintendent and staff as appropriate	Winter, Spring, 2014
Vote	Budget passed	Municipal resources	April 22, 2014

4. Prepare for and complete external reviews and accreditation processes

To remain an accredited high school, a designation that is very important for students applying to competitive post-secondary institutions, Newtown High School must undergo a New England Association of Schools & Colleges (NEASC) accreditation process once every ten years. Next year is the visitation but the self-study that precedes the visit is already underway. This impact is focused on the high school, but as it is a comprehensive 2-year process which is labor intensive and, for select staff members, a significant time commitment, district leadership must plan and budget for the resources required to ensure the process is successful.

Success Criteria for this Commitment/Obligation:

- All timelines met
- Manageable process for staff with many competing tasks and requirements
- Successful report with many commendations

Steps Required	Outcome	Resource/Resp.	Date Due
Prepare for NEASC review	Resources are acquired and aligned to allow for the completion of the process Community is informed and engaged when appropriate	Superintendent/Assistant Superintendent, High School Principal	Spring, 2014
Complete self-study	All preliminary data delivered to the Commission in a timely fashion	Principal and Self Study Committee	Spring, 2014
Host the visit	Successfully host the visiting Commission	Principal and Self Study Committee	Fall, 2015
Follow up if needed	Act on any Commission recommendations, if any	Principal and others	Ongoing

5. *Oversee, guide and manage the new Sandy Hook School construction process*

The most visible impact of the events of December 2012 on the school system is the construction of the new Sandy Hook School. Overseeing the construction of a multi-million dollar facility is always a challenge, the overlay of the events that precipitated this project will add to the already known complexities of doing so.

Success Criteria for this Commitment/Obligation:

- Meeting established schedule and planning benchmarks
- Tight specifications that will mean minimal change orders in the construction process
- A highly functional school that incorporates new safety standards and that the staff and students love and the community supports
- “On time and under budget”

Steps Required	Outcome	Resource/Resp.	Date Due
Adoption of refined educational specifications by BOE	Approval of the educational specifications	Superintendent/BOE/Sandy Hook Staff/Architects/Construction Company	Winter, 2014
Design build with comprehensive communication with BOE, SB&C & others and includes security provisions	Approval of a collaborative design that meets the educational specifications and is supported by the community Security standards to be defined by architect consultants and approved by BOE – strategies will have impact on other planning for other schools in District	Superintendent/BOE/First Selectman/Architects/Construction Company, community	Spring of 2014 and ongoing

Kids Build program by architects	Appropriate involvement in the building process	Superintendent/BOE/First Selectman/Architects/Construction Company	2014-2016
Planning for staff and student transition to SHS	Transition plan includes logistical, professional and emotional needs of all impacted constituents	Superintendent/BOE/First Selectman/Architects/Construction Company	Summer, 2016
School opens	On time and under budget	Superintendent/BOE/First Selectman/Architects/Construction Company	Fall, 2016

6. Oversee, guide and manage the implementation of the School Emergency Response to Violence (SERV) Grant implementation

This plan acknowledges that as of the date of publication, the SERV Grant for the current school year has yet to be approved and the district is in discussions with Washington about the process which will lead to the ultimate approval. Until we have official approval it is difficult to plan with complete certainty. The grant does mean that we are initiating mental health processes that are unlike anything the district or community has ever created before and it needs to be coordinated with a number of mental health agencies in the greater community. Regardless of the specifics, we anticipate this to be a labor intensive process with a high demand for data collection and accountability.

Success Criteria for this Commitment/Obligation:

- Successful preparation for the Grant for the 2014-15 school year for submission
- Collection of information from students, parents and staff
- Successful customer satisfaction (i.e., students and staff)
- Successful collaboration with Danbury Hospital

Steps Required	Outcome	Resource/Resp.	Date Due
Ensure compliance with SERV grant guidelines/data collection for grant documentation	Provide appropriate mental health assistance to students, staff and families	Superintendent/Director of Pupil Services & Staff/M. Brymer	Various phases of SERV Grant – dates vary
Continued awareness of the needs of students, staff and families	Ensure that people get assistance ASAP	Principals/teachers/school mental health resources	Ongoing

7. Ensure overall leadership for coherence, focus, new staff assimilation & constancy of organizational purpose

As a restatement of the overriding purpose for this plan, this item is simply a recognition of the importance of staying focused on the mission and demonstrating the ability of leadership and governance to stay the course and consistently act in the best interest of the community as a whole. In the midst of all the challenges, changes and pressures of the past year and the years to come, there is no more important leadership outcome for both new and experienced staff than a sense of stability and steady calm that can only be created by being grounded to a constancy of purpose.



Goals for Learning

Processes that determine what students should know and be able to do as a result of the experience of attending the Newtown Public Schools. Reflected in goals and priorities as determined through policy and practice.

Commitments and Obligations:

1. Implementation and alignment of Newtown Curricula with the revised Connecticut State Standards (CSS)
2. Identification and assessment of 21st Century Skills
3. Implementing the 25 credit graduation requirement for the class of 2020
4. Planning for implementing proficiency options for the acquisition of course credits
5. Implementing new content standards in areas beyond language arts and math

1. Implementation and alignment of Newtown Curricula with the revised Connecticut State Standards (CSS)

2. Identification and assessment of 21st Century Skills

The Connecticut State Board of Education adopted the Common Core State Standards as the language arts and math standards for Connecticut in June of 2010. Newtown district curriculum committees began work throughout 2010-11 to review standards and identified areas for revision as well resources for instruction. During the past two years (2011-13), all curriculum revision, resource adoption, and professional development have been completed through the lens of what would Newtown students need to know and be able to do to be successful in this new environment. As the efforts have unfolded the focus now shifts toward implementing the instructional shifts and selected materials that we decide should be implemented to ensure the success of our students. In addition to the revised standards, at behest of the New England Association of Schools and Colleges, in July of 2010 Newtown adopted 21st century skill expectations. These were and are intended to guide the development and assessment of skills that are an essential part of each Newtown student's educational experience.

Success Criteria for this Commitment/Obligation:

- Formative and summative assessments (local, state, national) demonstrate student achievement of newly aligned standards
- Selected CSS and identified 21st century skills are clearly reflected in K-12 district curricula
- Calibrated rubrics to assess student competence and student work exemplars for 21st century learning expectations are in place district wide

Implementing these changes in goals for student learning will have system-wide impact as all systems will need to adjust accordingly to support these shifts in focus.

Steps Required	Outcome	Resource/Resp.	Date Due
Professional Learning	Implementation of selected CSS and 21st Century skills with fidelity	All levels: BOE, Central Office, Building, Classroom (includes time for PLC work)	Ongoing
Acquiring Appropriate Resources	Curriculum will be delivered with fidelity and greater student engagement and involvement	All levels	Ongoing
Adoption of rubrics for 21st century learning expectations	Exemplars of student performance levels	Curriculum writers District curriculum committees District Curriculum Council Assistant Superintendent	Ongoing

3. Implementing the 25 credit graduation requirement for the class of 2020

Connecticut legislation on Secondary School Reform passed in the spring of 2010 increased the graduation standards to include the accumulation of a minimum of 25 credits. Originally due to take effect for the class of 2018, an amendment to a law passed in 2012 extended that deadline to the class of 2020. Within these 25 credits are a number of course requirements that must be taken and passed as well. A minimum of two years of world language study is an example of this. Current district policy allows for graduation with 22 credits and course scheduling and policy will need to be shifted to reflect the new standard. It is important that we collect data

and understand what the implications of this new requirement are, what the implications for course selection and scheduling might be, and then weigh that information against any potential savings that could be realized as a result of declining district enrollments. The primary impact of findings in this area will be in the area of curriculum and instruction and resource allocation.

Success Criteria for this Commitment/Obligation:

- All Newtown students have multiple opportunities to successfully meet the 25 credit minimum

Steps Required	Outcome	Resource/Resp.	Date Due
BOE-approved revised graduation policy that articulates timeline for implementation	Timeline and resources for implementation for the graduating class of 2020 (including multiple and alternative opportunities)	BOE District	January, 2016
“Continued Student Support” as determined by legislation	All students will be successful in meeting 2020 graduation standards through student success plans	BOE Educators	Ongoing

4. Planning for implementing proficiency options for the acquisition of course credits

Other recent legislation allows districts to take an approach that could lead to some much needed flexibility by allowing them to grant credits based on performance, not just a seat-time based Carnegie unit. With guidelines expected from the State Department of Education this year to guide its implementation, this provision could lead to students accelerating credit acquisitions, improving the ability to customize learning, and potentially create new programming options, especially at the high school level.

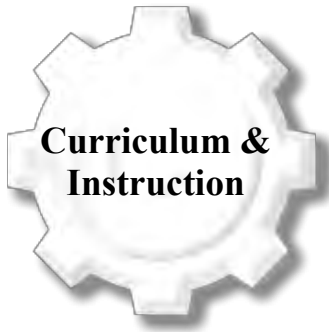
Success Criteria for this Commitment/Obligation:

- Appropriate and clear standards for the application of proficiency standards
- Students have multiple opportunities to successful meet the 25 credit minimum
- Students have opportunities to create more personalized learning programs

Step	Outcome	Resource/Resp.	Date Due
BOE-approved revised graduation policy that articulates timeline for implementation of proficiency credits	Timeline and resources for implementation for the graduating class of 2020 (including multiple and alternative opportunities)	BOE District	January, 2016
Continued Student Support	All students will be successful in meeting 2020 graduation standards through student success plans which allow for proficiency credits when appropriate and approved	BOE Educators	Ongoing

5. Implementing new content standards in areas beyond language arts and math

There are twelve different curriculum areas in which the state provides guidance and standards to inform the creation of curriculum materials and ultimately shape the goals for learning in each of these subjects. While the focus of this plan so far has been the immediate challenge of the revised language arts and math standards, there are the Next Generation Science Standards and a long anticipated revision of the history and social studies standards due to be released this year. In addition, many other curricula are being reengineered to align with selected Common Core expectations. It is reasonable to assume that when these curriculum revisions come online at the national and state level that the district will need to address and integrate them as appropriate in Newtown.



Processes that support the creation, dissemination and implementation of the curriculum materials and the instructional practices that the district determines are required for their effective implementation.

Commitments and Obligations:

1. Ensuring that instructional experiences provide appropriate opportunity to master selected CSS knowledge and skills
2. Implementing the requirements for individualized Student Success Plans for all students
3. Build the district-wide capacity to differentiate instruction to meet the needs of all students
4. Program review, assessment and continuous improvement for Full Day K, K-8 Readers Workshop (RW), & Stepping Stones programs
5. Successfully implement the Positive Behavioral Intervention Support (PBIS) program
6. Provide appropriate learning experiences for gifted students.

-
- 1. Ensuring that instructional experiences provide appropriate opportunity to master selected CSS knowledge and skills*
 - 2. Implementing the requirements for individualized Student Success Plans for all students*
 - 3. Build the district-wide capacity to differentiate instruction to meet the needs of all students*

As part of the commitment to the CSS and Secondary School Reform, it is in Newtown student's best interest that they have appropriate instructional experiences that are aligned with the newly revised standards. First, to ensure that students have the requisite skills for CSS success (the ultimate goal statewide is college and career readiness for all) there are nine identified instructional shifts that must be made so that students have the opportunities to practice these skills. Many of these shifts represent changes in practice for the type of preparation that teachers have been focused on in the past. Related to this, as part of the Secondary Reform legislation

of 2010, the legislature required all public school districts to create personalized Student Success Plans and to have them be in place and regularly reviewed starting no later than the sixth grade. The purpose of these plans is to encourage students to plan for their futures and increase the alignment between students’ programs and their expressed goals and aspirations. Additionally, because we know that all students learn differently, we need to build our capacity to help all of them succeed. If we are to help all students become college and career ready, we will need to differentiate instruction and opportunity to maximize the potential and opportunity for student success.

Success Criteria for this Commitment/Obligation:

- The alignment of teaching practice and student experience with those required for success in mastering selected CCSS goals and district identified 21st century skills
- Student Success Planning is integrated into routine instructional practices for all students
- Students are able to solve problems, be self-sufficient, be self-directed, and academically successful

Steps Required	Outcome	Resource/Resp.	Date Due
Determine level of need	The district has a continuous sense of the level of practice	Assistant Superintendent and Professional Learning Committee	Ongoing
Create professional learning and support practices	Professional learning plans and experiences help teachers improve practice	Assistant Superintendent and Professional Learning Committee	Ongoing
K-12 Student Success Plans	All students will develop a Student Success Plan	Responsive classroom Naviance CT state standards	Ongoing
Professional Learning Committee for staff	All educators are involved in student success planning and have the tools required for differentiation to support student success.	District Administration Staff developers	Ongoing

4. Program review, assessment and continuous improvement for Full Day K (FDK), K-8 RW, & Stepping Stones programs

Newtown is implementing full-day kindergarten in 2013-14 in response to curriculum and changing expectations regarding the impact of early childhood education. The adoption of Readers and Writers workshop model was implemented because of its support for the district philosophy of literacy instruction. Similarly, K-8 Readers workshop is in its first year of implementation in grades 5-8 (2013-14) and K-4 is in its second year. To support all of this work, summer workshops have been attended by many district personnel. Approximately 60%-70% of K-4, 40% at grades 5 and 6, and 85% of staff in grades 7 and 8 are trained in these models. All schools, K-8, work with Teachers College staff developers throughout the year. K-4 Stepping Stones math program was piloted in the 2012-13 school year, and fully implemented this year. All K-4 staff were trained in the program. Newtown is a lighthouse district for this program. Because of the importance and level of past commitment it is critical that these implementations be successful.

Success Criteria for this Commitment/Obligation:

- First grade students in 2014 will have skills and knowledge that support success
- Improved reading comprehension across all disciplines
- Students will master and apply mathematical curricular content and skills at appropriate levels

Step	Outcome	Resource/Resp.	Date Due
Complete initial training for all staff in RW	K-8 LA/Reading teachers trained in this approach to literacy	Columbia Teacher College District-funded/BOE Language Arts Consultants (LAC) /Coordinators Ongoing support for materials	Ongoing
Develop district RW trainers	Critical mass to train, update and further develop educators in this model	LACs, Teacher leaders BOE Assistant Superintendent	2014 and beyond

Monitor progress and effectiveness of RW implementation	K-8 vertical articulation of literacy program and fidelity of program	K-12 ELA curriculum committee Administrators LACs/coordinators Assistant superintendent BOE	Ongoing
Monitor progress and effectiveness of FDK implementation	Data-driven decision making regarding FDK programming	Kindergarten teachers Administrators BOE	Ongoing
Monitor progress and effectiveness of Stepping Stones implementation	Data-driven decision making regarding Stepping Stones	K-4 teachers Math/Science Specialists Administrators BOE	Ongoing

5. Successfully implement the Positive Behavioral Intervention Support (PBIS) program

PBIS is a comprehensive approach to maintaining a healthy and safe learning environment for all students. The responsive classroom has been a program district wide for the past 8 years. PBIS was implemented in grades 5-12 as a state-required social/emotional/behavioral program for students. PBIS requires educators to identify the successful strategies for affecting positive student behavior. Newtown High School and Reed Intermediate School began PBIS four years ago (2009) and Newtown Middle School started three years ago (2010). Second Step is a resource that will be implemented K-12 through pupil personnel in collaboration with classroom teachers. The next level of program is LinkCrew, which is in place at NHS. Developmental Designs, a 5-8 program, is being investigated as a resource for grade 5-8 students coming from the Responsive classroom program. The district is in the process of reviewing all current and potential programs that address the affective element of student development, specifically social/emotional/behavioral/mental health. The goal is to develop a well-coordinated, effective, comprehensive mental health and wellness program to meet the needs of students grades K-12 and, potentially, their families. This effort is being coordinated through grant-funded personnel whose expertise addresses these areas. District staff is also working in conjunction with community personnel to ensure an aligned and complimentary level of service.

Success Criteria for this Commitment/Obligation:

- Student social/emotional/behavioral and mental health needs will be addressed as needed, district wide.
- Students will be successful in achieving learning goals
- Students will be more sensitive to the needs of others
- Reduction in crisis and referrals to outside agencies
- Student attendance improves

Steps Required	Outcome	Resource/Resp.	Date Due
Continue to implement successful strategies	Student behavior and attitude will be positive and conducive to academic success	Pupil Personnel Classroom Teachers Administrators, Contractors	Ongoing
Create a safe and compassionate learning environment	A supportive community for teaching and learning that promotes the success of all students	Pupil Personnel Classroom Teachers Administrators, Contractors	Ongoing
Identify, pilot and implement programs to additional areas of need	A supportive community for teaching and learning that promotes the success of all students	Pupil Personnel Classroom Teachers Administrators, Contractors	Ongoing
Coordinate a district wide comprehensive program	A supportive community for teaching and learning that promotes the success of all students	Pupil Personnel Classroom Teachers Administrators, Contractors	Ongoing

6. Provide appropriate learning experiences for gifted students.

A Gifted Education review committee has been established. The goal of the committee is to have ready for presentation to the Superintendent of Schools on or before May 1, 2014 a report that provides a definition, vision and beliefs regarding the identification and education of gifted children along with a recommended strategy (which includes next steps, timelines and budgets) for implementing that strategy. After the Superintendent has had an opportunity to review and/or modify the proposal it will be forwarded to the Board of Education for their consideration.



Processes that create, implement and track the assessments and data that reflect the quality of practices designed to ensure the completion of the district's stated mission and goals for student learning.

Commitments and Obligations:

1. Preparation for transition to the Smarter Balanced assessment protocols for language arts and math
2. Successfully implement NWEA Assessments in language arts and math
3. Design and implement strategies and tools that allow for the regular collection, storage and retrieval of instructional data
4. Design and implement strategies and tools that allow for the regular collection, evaluation and use of Safe School and Substance Abuse data
5. Ensure the ongoing alignment and integration of all district- wide assessment practices

1. Preparation for transition to the Smarter Balanced assessment protocols for language arts and math

When the Connecticut State Board of Education adopted the CCSS as the language arts and math standards for Connecticut in July of 2010, it began a transition to new testing framework. This shift was codified into law when in the spring of 2012, the State had its accountability waiver from No Child Left Behind approved and then subsequently passed Public Act 12-116 which made the commitment to the Smarter Balanced Assessments official. Developed by educators in more than 20 states, the Smarter Balanced assessments will replace the Connecticut Mastery Test and the Connecticut Academic Performance Test (CMT/CAPT) on a trial basis in the spring of 2014 and then permanently in the spring of 2015. For the first time, Connecticut students will be tested on an electronic platform as the Smarter Balanced is designed to be a computer adaptive test, which means that each new question a student receives is determined by his/her answer to the previous question. This should allow for very accurate and informative test data over time. While this promises to be an improvement in the state's testing practice, it represents a completely new method of test administration – this coupled with the new standards content will mean a very challenging transition for both students and teachers

using this new process. It is widely predicted that performance on these new, more rigorous standards with the new platform will result in a significant initial lowering of the percentage of students from tested districts who are able to meet all of the required standards.

Success Criteria for this Commitment/Obligation:

- There is sufficient technology capacity and readiness for new test administration
- Students are comfortable with new testing platform and have the technology skills needed to complete the assessment
- Parents and community are prepared for new methods of reporting and standards of performance.

Steps Required	Outcome	Resource/Resp.	Date Due
Technology capacity review and upgrade	Technology infrastructure is ready to handle the field test in the spring of 2014	Technology Director, Central Office and Board of Education	March, 2014
Student practice with computer adaptive testing	Students comfortable with testing platform.	District wide instructional staff, administration and teachers	Ongoing
Communications regarding changes in assessments	Parents and community knowledgeable regarding upcoming changes	See Communications plan in this document.	Ongoing

2. Successfully implement NWEA Assessments in language arts and math

As part of the district’s effort to prepare for the increased rigor of the Common Core and Smarter Balanced assessments, the district is piloting Northwest Evaluation Association’s computer adaptive assessments (MAP) this school year in K-9 math and 5-8 literacy components in an effort to determine if NWEA MAP will meet the district’s need for data to inform instructional decisions.

Success Criteria for this Commitment/Obligation:

- A comprehensive district assessment system that accurately reflects district mission policy and practice around student learning and achievement.
- Appropriate preparation for Smarter Balanced and improved student performance in language arts and math

Step	Outcome	Resource/Resp.	Date Due
Identify and evaluate current district assessments as means for effective data collection	Revised list of assessments that are used to collect data to make instructional and programmatic decisions	District Assessment Team Building SRBI/data teams	June, 2014
Maintain valuable/useful assessments by which essential skills and knowledge are assessed.	Curriculum embedded formative and summative assessments	Curricula which include Common Core State Standards and assessments that measure critical content and skills	Ongoing
Develop assessments in areas that are lacking	See above	Curriculum writers Content-area specialists, department chairs and coordinators	September, 2014
Support on-going conversations around assessment outcomes and overall student performance	Certified staff will have regular conversations about student work (within and between grade levels)	Early release days and other opportunities for this professional learning Content specialists Useful data reports	Ongoing

- 3. Design and implement strategies and tools that allow for the regular collection, storage and retrieval of instructional data***
4. Design and implement strategies and tools that allow for the regular collection, evaluation and use of Safe School and Substance Abuse data

Evaluation/accountability measures and decision making are informed by key data from multiple sources, including state/national /local assessments. In addition to the Smarter Balanced Assessment, curriculum-based assessments, common formative and summative assessments, and additional assessments used for progress monitoring. Examples of the assessments used in district over recent years include CMT/CAPT, DRA2, DRP, STAR, Scholastic Math Inventory, AIMSweb, Blue Ribbon, writing prompts, the Northwest Evaluation Association's Measurement of Academic Progress, and multiple curriculum- and resource-based assessments. For the past 5-6 years, a Filemaker pro database has provided historical information for SRBI teams. The district has also maintained an IEP/504 Filemaker database and is currently in the process of transitioning to IEPDirect. Newtown Public Schools has been administering a biennial student substance abuse survey since 1998. Parent survey was added in 2009. Student surveys for Safe School Climate have been administered for 10 years. Parent and staff surveys were administered for the first time in 2013 as part of the new educator evaluation system as required by the Connecticut State Department of Education.

In order for this information to be useful, it must be available in a user-friendly format to staff, students and parents. In addition to traditional paper copies of student achievement, Pearson Powerschool has been the main student data warehouse. Through the Parent Portal, students and parents (grades 5-12) have access nearly 24 hours a day, 7 days a week. The district also used the INFORM module of Powerschool which has the capability to pull student data into a comprehensive report for decision-making teams and/or meetings.

Success Criteria for this Commitment/Obligation:

- Teachers and other staff will have data available quickly and in a usable format for decision making.
- Students will receive the support and/or interventions needed for success.
- Parents/guardians/students will have access to information that will support their involvement in the educational process.
- Graduation rate will equal 100%

Step	Outcome	Resource/Resp.	Date Due
Teachers and other staff will have data available quickly and in a usable format for decision making	<p>Data teams will use valid and reliable data in decision making</p> <p>Classroom teachers will have immediate access to student information</p> <p>Support personnel will have immediate access to student behavioral, emotional, social data</p> <p>Building and district analysis of survey data for school and personal evaluation goals</p>	<p>Populated INFORM database</p> <p>Staff will be trained in the access and interpretation of student data.</p> <p>District database administrator</p> <p>Pupil personnel staff</p> <p>Building and district plans developed from results of Safe School Climate and Substance Abuse surveys</p>	Ongoing
Students will receive the support and/or interventions needed for success	<p>Data/support teams and teachers will use valid and reliable data in decision making</p> <p>Goal setting will effectively result in student success</p>	<p>Database</p> <p>Intervention personnel</p> <p>Developed student success plans</p>	Ongoing
Graduation rate will be 100%	All students will meet graduation standards	<p>District personnel</p> <p>Parental support</p>	Ongoing

5. Ensure the ongoing alignment and integration of all district- wide assessment practices

As indicated by the review of district assessments in the previous item, district staff recognize that the number and impact of assessments given are substantial. It is important that all systemic assessments are valued and measure important goals in appropriate ways with the results serving the purpose of improving learning for all Newtown students. To this end, it is critical to ensure the long-term alignment of all such processes with the goals and mission of the district.



Processes that are used to engage and communicate with the school community and support all of the constituents who are aligned with its mission and services.

Commitments and Obligations:

No matter how effective a staff does its work, without the engagement and support of parents and the community, the long-term prospects for success are bleak. A major challenge in a public school environment that is changing as rapidly as it is right now is keeping the public informed regarding what is happening and why and how it is likely to impact the community's children. To that end, as first determined in the 2009 Strategic Plan, we believe we must develop and implement a comprehensive support and communications plan that engages the community and informs regarding the requirements, needs, and implications of:

- The numerous state and federal requirements for public schools and their implications for local practice
- The meaning and purpose of ongoing curriculum and instructional changes
- The district response to Safe School and Substance Abuse data
- The potential purpose and implications of the SERV Grant and its related services

Success Criteria for this Commitment/Obligation:

- Increased public awareness and support
- Increased engagement by parents and public in the educational process of Newtown students
- Communication mechanisms will be aligned throughout district

Step	Outcome	Resource/Resp.	Date Due
Convene a communications planning team	Key staff and resources are identified and a clear mission is set.	Central Office staff with new Superintendent	Spring, 2014
Secure assistance from a communications professional	Community resources with expertise in this area are identified	Volunteers	Spring/Summer, 2014
Create a plan	A communications and engagement plan is developed	Planning Team	Summer/Fall, 2014
Implement the plan	The plan is implemented as designed	Planning team and impacted constituents	Fall, 2014



Processes that lead to the acquisition, alignment with priorities, deployment and monitoring of resources in support of the mission and learning goals.

Commitments and Obligations:

1. The planning and management of the budget development and approval process for fiscal year 2014-2015
2. Considering and thoughtfully planning for the implications of declining student enrollment in the district
3. Reviewing and ensuring that the technology support and infrastructure capacity keep pace with increasing demands, expectations and requirements
4. Determining how to best use and apply the resources that have been donated to the district from external sources

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- 1. The planning and management of the budget development and approval process for fiscal year 2014-2015*
 - 2. Considering and thoughtfully planning for the implications of declining student enrollment in the district*

In recent years, multiple referendums, perceived inefficiencies and the need to acquire the resources needed to meet the federal requirements and increased instructional expectations have combined with a declining student enrollment to make for a difficult budget development environment. There is an additional uncertainty and misunderstanding about grant funding and donations that have been received during the past calendar year. Knowing all of this, we want to be proactive in addressing these issues so that the community can come to consensus on a common sense and realistic budget that will address the needs of students in Balanced with the responsible stewardship of the community's resources.

Success Criteria for this Commitment/Obligation:

- Shared sense of priorities and values
- Consensus based decision making

- Balanced of sometimes competing priorities
- Budget passage with wide public support

Step	Outcome	Resource/Resp.	Date Due
Priorities and parameters set and agreed upon	Balanced understanding of the needs for increased capacity with declining enrollments – consideration of external resources.	Central Office and all constituents	January 1, 2014
Communicate and work with constituents through the process	All process benchmarks met with wide community and constituent support	Central Office and all constituents	Winter, 2014
Budget approval	Solid plurality in referendum	Newtown community	April 22, 2014

3. Reviewing and ensuring that the technology support and infrastructure capacity keep pace with increasing demands, expectations and requirements

The Newtown Public Schools is in the midst of the largest expansion of technology based expectations since the introduction of electronic grade books and email. The shift to the Smarter Balanced is ushering in expectations for use that will put a strain on a system that was not designed for all students and adults potentially being online at the same time. The bottom line is that existing staffing and hardware design was put in place in an era when the users and use was not as intense as it is even now and with the looming expansion to universal digital testing and eventually for 1:1 instruction, it is critical that the district’s infrastructure and staffing be able to support these new expectations.

Success Criteria for this Commitment/Obligation:

- Current and near future capacity requirements are articulated

- Audit of existing infrastructure and support capacity is complete
- A plan to close any gaps or reengineer the existing resources is completed and its recommendations implemented

Step	Outcome	Resource/Resp.	Date Due
Existing capacity audit	Clear definitions of the total users and bandwidth supportable by current resources	Technology Director, administration and external consultant if needed	January, 2014
Short term and long term capacity needs	Smarter Balanced and 1:1 needs predicted in terms of infrastructure and support	Technology Director, administration and external consultant if needed	February, 2014
Plan for resource acquisition	Based on the results of the analysis, an additional technology plan is created to guide the closing of the resource gap	Technology Director, administration and external consultant if needed	Spring, 2014

4. Determining how to best use and apply the resources that have been donated to the district from external sources.

After the tragedy at Sandy Hook, there was an outpouring of support in the form of donations of goods, services, and resources from literally all over the world. One year on, most of the decisions have been made but there remains a challenge regarding how to best apply the remaining additional resources that the district still has access to. There are many competing needs in the district, not all of the resources that have been donated align with a specific need, and finally, some of the resources actually require additional efforts in order for them to be useful in furthering the mission of the district. An ongoing and thoughtful consideration of these issues should and will be part of the budget development and resource deployment process in the district this year and beyond.



Professional Learning & Evaluation

The processes that build the capacity and evaluate the quality of the professional and support staff through the district.

Commitments and Obligations:

1. Implications for professional learning implied by Common Core, Smarter Balanced, NEASC, NWEA, and other goals and requirements
2. The implementation of new professional learning requirements from Public Act 12-116
3. Implementing and aligning new professional evaluation plans and processes

-
- 1. Implications for professional learning implied by revised standards, Smarter Balanced, NEASC, NWEA, and other goals and requirements*
 - 2. The implementation of new professional learning requirements from Public Act 12-116*

In any educational setting, the hardest thing to do for teachers and learners is to change both what is being taught the way something is taught at the same time. This is what the Smarter Balanced promises to do for students (new standards being tested in a new way) and what recent changes in the professional learning expectations for teachers and administrators are going to do to the adults in the system. The first item in this Professional Learning Category of commitments show the “what” that is on the adult learner’s agenda: new standards, new assessments, new data, new technology, new teacher evaluation processes, and new ways of teaching. The second item is the “how.” The most recent Connecticut reform legislation requires that the majority of professional learning must be “job embedded” and personalized to the teacher. This means that only a small percentage of professional learning can be completed in

large group settings. Teachers must have the opportunity to meet, discuss, and find some of their own pathways as they pursue an understanding of all the topics that must be mastered in this area.

So far, the district has begun the implementation of early release days to provide the start of this professional development time and have embedded PLCs operating at the school level. There have been training and orientation sessions held on many of the important topics – teacher evaluation, Common Core, Smarter Balanced and NWEA, but there is much more to do and we know we need to give the adults in the system the time they need to learn what needs to be learned for them and their students to be successful.

Success Criteria for this Commitment/Obligation:

- Professional learning goals are known and shared
- Professional development resources are aligned with needs and requirements
- Adult practice and proficiency grows with needs
- Student performance is connected to a parallel growth in staff performance

Step	Outcome	Resource/Resp.	Date Due
Goals for learning known	Everyone is clear on the goals for professional learning	Assistant Superintendent, Professional Learning Committee	January, 2014
Structures for professional learning in place	Time is structured in the calendar so every educator has the hours and opportunity needed to learn what is required.	Assistant Superintendent, Professional Learning Committee, Board of Education	Spring, 2014

3. Implementing and aligning new professional evaluation plans and processes

While the first round of orientations have been held and the process is underway, the implementation of the new state mandated teacher and administrator evaluation model is the most time intensive educational mandate in public school history. For some principals, if done as designed, this could easily mean hundreds of additional hours of work per year to comply with its requirements. There are certainly opportunities for growth supported by the system, but the logistical challenges alone are enough to demand serious attention.

Success Criteria for this Commitment/Obligation:

- Process and benchmarks completed in a timely fashion
- Professional learning and reflection supported
- Improved professional practice
- Year-end data reported in a timely fashion

Step	Outcome	Resource/Resp.	Date Due
Conferences and observations held	Minimum process requirements are met	All teachers and administrators	2013-2014
Professional learning plans developed	As a result of the implementation, educators have a sense what is needed to improve practice and student performance	All teachers and administrators	Spring, 2014
Process reflections reported	At the end of the first year of implementation, lessons learned are reported	Central Office to CSDE	Spring, 2014



Processes that support and protect the infrastructure and human capacity that the district needs to complete its mission.

Commitments and Obligations:

1. Plan for and implement a comprehensive district-wide security and safety plan
2. Review and plan for ongoing building infrastructure and support needs
3. Review and implement a range of operational efficiencies in priority areas

1. Plan for and implement a comprehensive district-wide security and safety plan

Restoring and maintaining a sense of safety and security is a primary need in the district. The feeling of safety affects the quality of the learning environment. Given the events at Sandy Hook, we have unique challenge in how we address and plan for these needs. Currently the district is working with a number of external service providers who in part have volunteered their services to the district through John Jay College. There are budgetary implications that have to be resolved about what resources remain in our current budget to utilize the services of the consultants. One of the consultants, DPS, has been employed by the architectural firm of Svigals + Partners to aid in the design of security improvements for the school system. Work on standards for school security has been undertaken by Diversified Project Management. Identification of future resources and questions related to state regulations requiring drills and the impact that such drills could have on staff and students needs to be further explored. A continuing priority for training must be maintained. In addition to these plans for the future, we have already replaced hardware in doors for facilities, installed card

readers, window changes for all facilities, and video surveillance systems installation is underway. Internal procedures for drills have been further improved, ERT response teams have been identified and their training is underway. We are also currently evaluating the process for the communication of emergencies to the community.

Success Criteria for this Commitment/Obligation:

- Children, parents, educators, and the community believe the system is as safe and secure as it can be while maintaining a positive learning environment
- Adjustment to new normal is complete

Step	Outcome	Resource/Resp.	Date Due
Research security measures	Identify measures to use in the district	District Security Committee	Ongoing
Develop a plan (drill protocol, additional building hardening, communication with the community regarding security)	Plan is complete	BOE / District Security Committee	Ongoing
Secure ongoing funding	Fully funded security initiatives	BOE / District Security Committee	Ongoing

2. Review and plan for ongoing building infrastructure and support needs.

3. Review and implement a range of operational efficiencies in priority areas.

Much of the information in this area, as it relates to technology, is already explained under item 3 in the Resource Deployment System pages. This will cover topics like the need for uniform wireless access throughout all facilities and ensuring that all Newtown

buildings can support security measures, plan requirements & appropriate codes. Beyond this, we recognize that there are several aging buildings in the district and that if there are additional efficiencies that can be gained through enhanced energy efficiency, increased use of solar energy or other areas of improved sustainability, then we have an obligation to explore these options seriously.

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
NOVEMBER 30, 2013**

SUMMARY

The attached is the fifth financial report for the 2013-2014 fiscal year. During the month of November, the Board of Education spent approximately \$4.9M; \$3.5M on salaries and \$1.4M for all other objects. All the main object accounts on the first page remain in a positive balance position for this month and would be so even taking the transfers out of the equation.

The few negative balance in sub-accounts are those that will be expected to receive an excess cost grant revenue offset.

The excess cost and agency placement reporting has been filed with the State Department of Education last week and while we know that the tuition and transportation revenues will exceed our budgeted estimate we don't yet know what the balance of the distribution will be. Overall however, it appears that it will be about \$289,000 more than what was budgeted last year.

The current transfers recommended this month represent specific balances and needs that are detailed further under the Expense Category conditions which follows. There are several transfers that cross major object codes this month.

This budget is extremely lean and needs to be carefully monitored. Forecasting anticipated obligations will be ongoing from now on and will modify the balances required to end the fiscal year within the allotted budget.

EXPENSE CATEGORY CONDITIONS

100 SALARIES

The total salary budget is expected to be adequate to continue all the planned services for the balance of the year. Transfers from and into various salary accounts are as follows:

- \$28,000 is recommended to be transferred out of the Teachers salary accounts from balances available due to position placements.
- The Homebound and Tuition salaries is now anticipated to move into a negative balance. A specialized reading program for some secondary level students has required an \$85,000 commitment to provide the required services. This report recommends \$45,000 be added to this account from the above balances and other which follows.

- The \$1,200 transferred in to certified subs was a recommendation from the Middle Gate principal. The funding comes out of their classroom training account.
- Educational Assistants, for Special Education is recommended to receive \$38,000 as a result of a lesser than expected excess cost eligibility.
- Special Education service salaries will be providing the additional aid of \$38,000 due to higher level of excess cost funding for eligible children.

200 EMPLOYEE BENEFITS

Current estimates continue to be on track with no change.

300 PROFESSIONAL SERVICES

Current estimates continue to be on track with no change.

400 PURCHASED PROPERTY SERVICES

This category includes the \$574,000 of Building and Site Improvement projects which have been released for action to the extent possible now. These accounts were previously on hold in order to provide for security projects. The latest information on the DOJ grant is that it will be able to fund the measures we expected; therefore we no longer need to hold on the projects. Water and Sewer for Chalk Hill may exceed the budget by approximately \$3,700.

Emergency repairs which occurred this month included; repairing heat circulator pump couplings at Reed for \$1,943, Gym backstop repair at the High School for \$1,280, and an internal oil leak repair on a boiler solenoid at Middle Gate for \$3,420.

This year so far we have experienced a large number of emergency repairs. As of this writing we have spent about 62% of our budgeted account. This needs to be noted as we are just approaching the winter months where many more repairs become necessary during this period. If the same rate of emergency repairs are required for the balance of the year the budget could be exceeded by \$200,000. This report assumes about half of that in the anticipated obligation column.

500 OTHER PURCHASED SERVICES

The transfer out of \$435 was a recommendation from Hawley School to move this amount to their classroom supply amount. A transfer in of \$95,000 is recommended to the Transportation account to cover the additional costs of out of district placements. This shortage is after the estimated offset associated with the excess cost grant revenue.

The transfer out of tuition is recommended to essentially reverse last months' transfer in. A more comprehensive review of the placements and the initial calculation of the excess cost eligibility indicate that the original budget amount was adequate. The actual grant may be higher than budgeted which further supports this reversal.

600 SUPPLIES

Current estimates continue to be on track with no change. This group of accounts includes the electricity, gas, and fuel accounts which will be more thoroughly reviewed and estimated as we enter the heating season.

700 PROPERTY

The transfer in recommendation of \$18,000 is for the maintenance truck that was approved last month which needed to be replaced. It is not the full expected cost because other equipment accounts had remaining balances that will be used toward this purchase.

800 MISCELLANOUS

Current estimates continue to be on track with no change.

The budget will continue to be carefully monitored and any subsequent issues or opportunities will be presented as necessary.

Ron Bienkowski
Director of Business
December 13, 2013

TERMS AND DEFINITIONS

The Newtown Board of Education's Monthly Financial Report provides summary financial information in the following areas:

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.
- Expense Category – further defines the type of expense by Object Code
- Expended 2012-13 – actual (unaudited) expenditures of the prior fiscal year (for comparison purposes)
- Approved Budget – indicates the town approved financial plan used by the school district to achieve its goals and objectives.
- YTD Transfers - identified specific cross object codes requiring adjustments to provide adequate funding for the fiscal period. This includes all transfers made to date.
- Current Transfers – identifies the recommended cross object codes for current month action. (No current transfers indicated)
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) from transfers to the identified object codes.
- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.
- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.
- Balance – calculates object code account balances, subtracting expenditures and encumbrances from the current budget amount, indicating unobligated balances or shortages.

- Anticipated Obligation – is a column which provides a method to forecast expense category fund balances that have not been approved via an encumbrance, but are anticipated to be expended or remain with an account balance to maintain the overall budget funding level.
- Projected Balance – calculates the object code balances subtracting the Anticipated Obligations. These balances will move up and down as information is known and or decisions are anticipated or made about current and projected needs of the district.

NEWTOWN BOARD OF EDUCATION
BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - NOVEMBER 30, 2013

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2012 - 2013	APPROVED BUDGET	YTD		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
				TRANSFERS 2013 - 2014	CURRENT TRANSFERS						
GENERAL FUND BUDGET											
100	SALARIES	\$ 43,732,472	\$ 45,076,226	\$ (130,000)	\$ 18,200	\$ 44,964,426	\$ 14,876,756	\$ 28,915,213	\$ 1,172,457	\$ 1,189,304	\$ (16,847)
200	EMPLOYEE BENEFITS	\$ 10,341,864	\$ 10,675,831	\$ -	\$ -	\$ 10,675,831	\$ 5,373,473	\$ 4,271,287	\$ 1,031,071	\$ 1,015,295	\$ 15,776
300	PROFESSIONAL SERVICES	\$ 885,059	\$ 920,517	\$ -	\$ (1,200)	\$ 919,317	\$ 277,389	\$ 315,811	\$ 326,117	\$ 325,245	\$ 872
400	PURCHASED PROPERTY SERV.	\$ 2,156,695	\$ 2,393,290	\$ -	\$ -	\$ 2,393,290	\$ 822,371	\$ 438,652	\$ 1,132,267	\$ 1,241,794	\$ (109,527)
500	OTHER PURCHASED SERVICES	\$ 6,526,747	\$ 6,851,622	\$ 130,000	\$ (35,435)	\$ 6,946,187	\$ 3,106,540	\$ 3,798,764	\$ 40,883	\$ 1,002,860	\$ (961,977)
600	SUPPLIES	\$ 4,428,579	\$ 4,554,880	\$ -	\$ 435	\$ 4,555,315	\$ 1,388,156	\$ 312,088	\$ 2,855,071	\$ 2,858,745	\$ (3,674)
700	PROPERTY	\$ 206,463	\$ 497,748	\$ -	\$ 18,000	\$ 515,748	\$ 235,681	\$ 196,787	\$ 83,280	\$ 83,086	\$ 194
800	MISCELLANEOUS	\$ 71,081	\$ 75,190	\$ -	\$ -	\$ 75,190	\$ 63,798	\$ 1,806	\$ 9,586	\$ 9,500	\$ 86
TOTAL GENERAL FUND BUDGET		\$ 68,348,959	\$ 71,045,304	\$ -	\$ -	\$ 71,045,304	\$ 26,144,165	\$ 38,250,408	\$ 6,650,731	\$ 7,725,829	\$ (1,075,097)
GRAND TOTAL		\$ 68,348,959	\$ 71,045,304	\$ -	\$ -	\$ 71,045,304	\$ 26,144,165	\$ 38,250,408	\$ 6,650,731	\$ 7,725,829	\$ (1,075,097)

(Unaudited)

Excess Cost Grant Reimbursement Offset	75.00%	\$ 1,452,304	Based on filing	\$ 1,741,239	\$ 1,741,239
Net Projected Balance					\$ 666,142

NEWTOWN BOARD OF EDUCATION
BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - NOVEMBER 30, 2013

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2012 - 2013	YTD			CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2013 - 2014	CURRENT TRANSFERS						
100	SALARIES										
	Administrative Salaries	\$ 2,905,110	\$ 2,826,231	\$ 55,000	\$ -	\$ 2,881,231	\$ 1,141,156	\$ 1,696,620	\$ 43,455	\$ 54,633	\$ (11,177)
	Teachers & Specialists Salaries	\$ 30,174,314	\$ 30,919,957	\$ (250,351)	\$ (28,000)	\$ 30,641,606	\$ 9,406,534	\$ 21,080,077	\$ 154,995	\$ 97,000	\$ 57,995
	Early Retirement	\$ 16,000	\$ 16,000	\$ -	\$ -	\$ 16,000	\$ 16,000	\$ -	\$ -	\$ -	\$ -
	Continuing Ed./Summer School	\$ 74,383	\$ 84,903	\$ 855	\$ -	\$ 85,758	\$ 60,422	\$ 25,163	\$ 174	\$ -	\$ 174
	Homebound & Tutors Salaries	\$ 249,524	\$ 211,664	\$ 2,245	\$ 45,000	\$ 258,909	\$ 96,024	\$ 76,191	\$ 86,694	\$ 86,000	\$ 694
	Certified Substitutes	\$ 589,183	\$ 645,725	\$ -	\$ 1,200	\$ 646,925	\$ 203,927	\$ 188,805	\$ 254,193	\$ 252,993	\$ 1,200
	Coaching/Activities	\$ 534,475	\$ 532,749	\$ -	\$ -	\$ 532,749	\$ 135,062	\$ 11,755	\$ 385,932	\$ 385,392	\$ 540
	Staff & Program Development	\$ 116,368	\$ 167,891	\$ -	\$ -	\$ 167,891	\$ 108,418	\$ 54,460	\$ 5,013	\$ 5,000	\$ 13
	CERTIFIED SALARIES	\$ 34,659,356	\$ 35,405,120	\$ (192,251)	\$ 18,200	\$ 35,231,069	\$ 11,167,542	\$ 23,133,071	\$ 930,456	\$ 881,018	\$ 49,439
	Supervisors/Technology Salaries	\$ 612,272	\$ 622,327	\$ 6,347	\$ -	\$ 628,674	\$ 255,889	\$ 372,784	\$ 1	\$ -	\$ 1
	Clerical & Secretarial salaries	\$ 1,913,153	\$ 1,985,904	\$ -	\$ -	\$ 1,985,904	\$ 760,118	\$ 1,170,879	\$ 54,907	\$ 42,085	\$ 12,822
	Educational Assistants	\$ 1,783,332	\$ 1,843,658	\$ 55,000	\$ 38,000	\$ 1,936,658	\$ 691,066	\$ 1,269,149	\$ (23,557)	\$ 5,000	\$ (28,557)
	Nurses & Medical advisors	\$ 665,534	\$ 683,022	\$ -	\$ -	\$ 683,022	\$ 244,076	\$ 457,867	\$ (18,921)	\$ -	\$ (18,921)
	Custodial & Maint Salaries	\$ 2,759,414	\$ 2,898,325	\$ (10,571)	\$ -	\$ 2,887,754	\$ 1,151,251	\$ 1,714,814	\$ 21,689	\$ 11,700	\$ 9,989
	Bus Drivers salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Career/Job salaries	\$ 109,211	\$ 108,501	\$ 1,897	\$ -	\$ 110,398	\$ 44,603	\$ 61,394	\$ 4,401	\$ 4,401	\$ 0
	Special Education Svcs Salaries	\$ 659,495	\$ 824,820	\$ 9,578	\$ (38,000)	\$ 796,398	\$ 285,113	\$ 530,036	\$ (18,751)	\$ 22,000	\$ (40,751)
	Attendance & Security Salaries	\$ 207,942	\$ 380,071	\$ -	\$ -	\$ 380,071	\$ 121,399	\$ 202,987	\$ 55,685	\$ 56,500	\$ (815)
	Extra Work - Non-Cert	\$ 76,256	\$ 71,115	\$ -	\$ -	\$ 71,115	\$ 42,702	\$ 2,232	\$ 26,180	\$ 26,000	\$ 180
	Custodial & Maint. Overtime	\$ 242,452	\$ 210,363	\$ -	\$ -	\$ 210,363	\$ 99,683	\$ -	\$ 110,680	\$ 110,600	\$ 80
	Civic activities/Park & Rec	\$ 44,055	\$ 43,000	\$ -	\$ -	\$ 43,000	\$ 13,314	\$ -	\$ 29,686	\$ 30,000	\$ (314)
	NON-CERTIFIED SALARIES	\$ 9,073,115	\$ 9,671,106	\$ 62,251	\$ -	\$ 9,733,357	\$ 3,709,215	\$ 5,782,142	\$ 242,000	\$ 308,286	\$ (66,286)
	SUBTOTAL SALARIES	\$ 43,732,472	\$ 45,076,226	\$ (130,000)	\$ 18,200	\$ 44,964,426	\$ 14,876,756	\$ 28,915,213	\$ 1,172,457	\$ 1,189,304	\$ (16,847)

NEWTOWN BOARD OF EDUCATION
BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - NOVEMBER 30, 2013

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2012 - 2013	YTD			YTD			ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	
			APPROVED BUDGET	TRANSFERS 2013 - 2014	CURRENT TRANSFERS	CURRENT BUDGET	EXPENDITURE	ENCUMBER			BALANCE
200	EMPLOYEE BENEFITS										
	Medical & Dental Expenses	\$ 7,918,730	\$ 8,213,013	\$ -	\$ 8,213,013	\$ 4,179,579	\$ 3,993,101	\$ 40,333	\$ 41,000	\$ (667)	
	Life Insurance	\$ 83,605	\$ 86,226	\$ -	\$ 86,226	\$ 35,650	\$ -	\$ 50,576	\$ 51,695	\$ (1,119)	
	FICA & Medicare	\$ 1,305,853	\$ 1,359,593	\$ -	\$ 1,359,593	\$ 488,723	\$ -	\$ 870,870	\$ 870,000	\$ 870	
	Pensions	\$ 487,540	\$ 462,466	\$ -	\$ 462,466	\$ 413,417	\$ 47,245	\$ 1,804	\$ 2,000	\$ (196)	
	Unemployment & Employee Assist.	\$ 76,081	\$ 98,120	\$ -	\$ 98,120	\$ 21,347	\$ 17,760	\$ 59,013	\$ 50,600	\$ 8,413	
	Workers Compensation	\$ 470,055	\$ 456,413	\$ -	\$ 456,413	\$ 234,757	\$ 213,181	\$ 8,475	\$ -	\$ 8,475	
	SUBTOTAL EMPLOYEE BENEFITS	\$ 10,341,864	\$ 10,675,831	\$ -	\$ -	\$ 10,675,831	\$ 5,373,473	\$ 4,271,287	\$ 1,031,071	\$ 1,015,295	\$ 15,776
300	PROFESSIONAL SERVICES										
	Professional Services	\$ 722,630	\$ 675,542	\$ -	\$ 675,542	\$ 218,673	\$ 239,596	\$ 217,272	\$ 217,200	\$ 72	
	Professional Educational Ser.	\$ 162,429	\$ 244,975	\$ -	\$ (1,200)	\$ 243,775	\$ 58,716	\$ 76,214	\$ 108,845	\$ 800	
	SUBTOTAL PROFESSIONAL SVCS	\$ 885,059	\$ 920,517	\$ -	\$ (1,200)	\$ 919,317	\$ 277,389	\$ 315,811	\$ 326,117	\$ 325,245	\$ 872
400	PURCHASED PROPERTY SVCS										
	Buildings & Grounds Services	\$ 665,862	\$ 670,300	\$ -	\$ 670,300	\$ 324,896	\$ 225,442	\$ 119,962	\$ 119,000	\$ 962	
	Utility Services - Water & Sewer	\$ 107,302	\$ 117,000	\$ -	\$ 117,000	\$ 44,950	\$ -	\$ 72,050	\$ 75,752	\$ (3,702)	
	Building, Site & Emergency Repairs	\$ 533,970	\$ 460,850	\$ -	\$ 460,850	\$ 221,330	\$ 48,445	\$ 191,076	\$ 295,000	\$ (103,924)	
	Equipment Repairs	\$ 252,231	\$ 270,975	\$ -	\$ 270,975	\$ 92,609	\$ 44,284	\$ 134,082	\$ 134,000	\$ 82	
	Rentals - Building & Equipment	\$ 303,229	\$ 300,165	\$ -	\$ 300,165	\$ 134,028	\$ 120,482	\$ 45,655	\$ 48,600	\$ (2,945)	
	Building & Site Improvements	\$ 294,100	\$ 574,000	\$ -	\$ 574,000	\$ 4,558	\$ -	\$ 569,442	\$ 569,442	\$ 0	
	SUBTOTAL PUR. PROPERTY SER.	\$ 2,156,695	\$ 2,393,290	\$ -	\$ -	\$ 2,393,290	\$ 822,371	\$ 438,652	\$ 1,132,267	\$ 1,241,794	\$ (109,527)

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - NOVEMBER 30, 2013

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2012 - 2013	YTD			CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2013 - 2014	CURRENT TRANSFERS						
500	OTHER PURCHASED SERVICES										
	Contracted Services	\$ 401,159	\$ 360,504	\$ -	\$ (435)	\$ 360,069	\$ 190,524	\$ 39,902	\$ 129,643	\$ 129,000	\$ 643
	Transportation Services	\$ 3,607,120	\$ 3,640,547	\$ -	\$ 95,000	\$ 3,735,547	\$ 1,228,612	\$ 1,935,115	\$ 571,820	\$ 571,500	\$ 320
	Insurance - Property & Liability	\$ 291,106	\$ 299,135	\$ -		\$ 299,135	\$ 170,380	\$ 129,498	\$ (743)	\$ -	\$ (743)
	Communications	\$ 121,183	\$ 129,209	\$ -		\$ 129,209	\$ 48,892	\$ 42,076	\$ 38,241	\$ 38,000	\$ 241
	Printing Services	\$ 32,447	\$ 42,382	\$ -		\$ 42,382	\$ 8,127	\$ 1,100	\$ 33,155	\$ 33,000	\$ 155
	Tuition - Out of District	\$ 1,896,112	\$ 2,152,926	\$ 130,000	\$ (130,000)	\$ 2,152,926	\$ 1,389,262	\$ 1,575,209	\$ (811,546)	\$ 151,360	\$ (962,906)
	Student Travel & Staff Mileage	\$ 177,622	\$ 226,919	\$ -		\$ 226,919	\$ 70,742	\$ 75,864	\$ 80,313	\$ 80,000	\$ 313
	SUBTOTAL OTHER PURCHASED SE	\$ 6,526,747	\$ 6,851,622	\$ 130,000	\$ (35,435)	\$ 6,946,187	\$ 3,106,540	\$ 3,798,764	\$ 40,883	\$ 1,002,860	\$ (961,977)
600	SUPPLIES										
	Instructional & Library Supplies	\$ 934,107	\$ 939,666	\$ -	\$ 435	\$ 940,101	\$ 476,837	\$ 109,958	\$ 353,306	\$ 352,000	\$ 1,306
	Software, Medical & Office Sup.	\$ 144,536	\$ 184,465	\$ -		\$ 184,465	\$ 43,428	\$ 55,322	\$ 85,715	\$ 85,700	\$ 15
	Plant Supplies	\$ 337,919	\$ 376,100	\$ -		\$ 376,100	\$ 168,965	\$ 47,447	\$ 159,688	\$ 159,688	\$ (0)
	Electric	\$ 1,357,321	\$ 1,401,255	\$ -		\$ 1,401,255	\$ 467,006	\$ -	\$ 934,249	\$ 934,000	\$ 249
	Propane & Natural Gas	\$ 291,923	\$ 326,370	\$ -		\$ 326,370	\$ 45,780	\$ -	\$ 280,590	\$ 280,000	\$ 590
	Fuel Oil	\$ 619,965	\$ 575,466	\$ -		\$ 575,466	\$ 6,299	\$ -	\$ 569,167	\$ 574,944	\$ (5,777)
	Fuel For Vehicles & Equip.	\$ 554,631	\$ 486,739	\$ -		\$ 486,739	\$ 81,797	\$ -	\$ 404,942	\$ 405,000	\$ (58)
	Textbooks	\$ 188,178	\$ 264,819	\$ -		\$ 264,819	\$ 98,044	\$ 99,361	\$ 67,413	\$ 67,413	\$ 0
	SUBTOTAL SUPPLIES	\$ 4,428,579	\$ 4,554,880	\$ -	\$ 435	\$ 4,555,315	\$ 1,388,156	\$ 312,088	\$ 2,855,071	\$ 2,858,745	\$ (3,674)

NEWTOWN BOARD OF EDUCATION
BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - NOVEMBER 30, 2013

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2012 - 2013	APPROVED BUDGET	YTD		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
				TRANSFERS 2013 - 2014	CURRENT TRANSFERS						
700	PROPERTY										
	Capital Improvements (Sewers)	\$ 124,177	\$ 124,177	\$ -		\$ 124,177	\$ 124,177	\$ -	\$ 0	\$ -	\$ 0
	Technology Equipment	\$ 51,953	\$ 325,559	\$ -		\$ 325,559	\$ 99,888	\$ 165,787	\$ 59,884	\$ 60,000	\$ (116)
	Other Equipment	\$ 30,333	\$ 48,012	\$ -	\$ 18,000	\$ 66,012	\$ 11,616	\$ 31,000	\$ 23,396	\$ 23,086	\$ 310
	SUBTOTAL PROPERTY	\$ 206,463	\$ 497,748	\$ -	\$ 18,000	\$ 515,748	\$ 235,681	\$ 196,787	\$ 83,280	\$ 83,086	\$ 194
800	MISCELLANEOUS										
	Memberships	\$ 71,081	\$ 75,190	\$ -		\$ 75,190	\$ 63,798	\$ 1,806	\$ 9,586	\$ 9,500	\$ 86
	SUBTOTAL MISCELLANEOUS	\$ 71,081	\$ 75,190	\$ -	\$ -	\$ 75,190	\$ 63,798	\$ 1,806	\$ 9,586	\$ 9,500	\$ 86
TOTAL LOCAL BUDGET		\$ 68,348,959	\$ 71,045,304	\$ -	\$ -	\$ 71,045,304	\$ 26,144,165	\$ 38,250,408	\$ 6,650,731	\$ 7,725,829	\$ (1,075,097)

NEWTOWN BOARD OF EDUCATION
 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - NOVEMBER 30, 2013

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2012 - 2013	YTD			YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2013 - 2014	CURRENT TRANSFERS					
<u>SCHOOL GENERATED FEES</u>		<u>RECEIVED 2012-13</u>				<u>2013-14 APPROVED BUDGET</u>	<u>RECEIVED</u>	<u>BALANCE</u>	<u>% RECEIVED</u>	
	<u>HIGH SCHOOL FEES</u>									
	NURTURY PROGRAM	\$8,000				\$8,000	\$8,000.00	\$0.00	100.00%	
	PARKING PERMITS	\$20,000				\$20,000	\$20,000.00	\$0.00	100.00%	
	PAY FOR PARTICIPATION IN SPORTS	\$84,800				\$84,800	\$38,711.00	\$46,089.00	45.65%	
		\$112,800				\$112,800	\$66,711.00	\$46,089.00	59.14%	
<u>BUILDING RELATED FEES</u>										
	ENERGY - ELECTRICITY	\$0				\$313	\$0.00	\$313.00	0.00%	
	HIGH SCHOOL POOL - OUTSIDE USAG	\$1,100				\$1,100	\$0.00	\$1,100.00	0.00%	
		\$1,100				\$1,413	\$0.00	\$1,413.00	0.00%	
	MISCELLANEOUS FEES	\$185				\$75	\$139.50	(\$64.50)	186.00%	
	TOTAL SCHOOL GENERATED FEES	\$114,085				\$114,288	\$66,850.50	\$47,437.50	58.49%	



December 11, 2013

Newtown Board of Education
3 Primrose Street
Newtown, CT 06470

Re: Cover Letter for the attached Educational Specification for the new Sandy Hook School

Dear Board Members,

Please find below, a summary outline illustrating clarifications and changes to the program since the initial document. Through meetings with the Sandy Hook School faculty and staff, we have made revisions to the “Current Education Specification for Construction of Sandy Hook Elementary School” dated June 25, 2013 (“the original document”). The attached, revised document, dated November 27, 2013 is to be considered the “Educational Specification for Sandy Hook School”. The changes between the two documents are outlined below.

- I. Clarification of student population – There is a discrepancy in the original document, between the student population indicated in the Project Overview and Rationale and that indicated within the breakdown of spaces. The original document indicated that the new school shall accommodate 500 students from Pre-Kindergarten through Grade 4, however when one adds up the class size per grade level, the total is 524 students. The revised document that we have provided uses the classroom counts leading to 524 students, broken down as follows:
 - (3) Pre-Kindergarten classrooms – Physical capacity of 20 students each = 60 students
 - (4) Kindergarten classrooms – Physical capacity of 20 students each = 80 students
 - (4) 1st Grade classrooms – Physical capacity of 24 students each = 96 students
 - (4) 2nd Grade classrooms – Physical capacity of 24 students each = 96 students
 - (4) 3rd Grade classrooms – Physical capacity of 24 students each = 96 students
 - (4) 4th Grade classrooms – Physical capacity of 24 students each = 96 students

- II. Changes to the Space Needs Assessment – The outline below enumerates the most significant changes to the program:
 - Nurse Suite
 - Added storage closet for medical supplies and wheel chair
 - Provided a shared counter and sink for use from cot area and exam room rather than separate counters
 - Faculty Workroom
 - Added (1) Workroom for a total of (2) Faculty Workrooms
 - Conference Room
 - Added (1) additional conference room for 12 people, for a total of (4) within the building
 - Cafeteria/Food Service
 - Cafeteria increased in size to accommodate 180 students/wave in lieu of 145 students/wave
 - Servery revised to accommodate (1) line (in lieu of 2) as it is preferred for elementary aged children
 - Pre-Kindergarten Classrooms
 - Reduced classroom size from 1,200 SF to 1,060 (1,000 SF classroom + 60 SF toilet room) or 50 SF/child



Pre-K Support Spaces

- Added separate Conference Room to accommodate 12 people
- Added (1) Quiet Room for 1-2 students to rest

Kindergarten Classrooms

- Reduced classroom size from 1,200 SF to 1,060 (1,000 SF classroom + 60 SF toilet room) or 50 SF/child

Fourth Grade Classrooms

- Provide lockers in corridors in lieu of cubbies within the classrooms

Media Center

- Reduce capacity of stacks from a 30,000 volumes to 23,000 volumes
- Reduce Curriculum Storage room from 850 SF to (2) 300 SF rooms
- Added Computer Lab within Media Center

Music Program

- Eliminated (1) Music Room
- Reduced remaining Music Room from 1,600 SF to 1,200 SF
- Eliminated Instrumental Music Room (not needed until 5th Grade)

Art Room

- Reduced from 1,320 SF (55 SF/child) to 1,220 SF (50 SF/child)

Reading Room(s)

- Added (2) Reading Rooms for a total of (3) rooms, each to accommodate 10 students

Learning Disabilities Instruction Rooms

- Reduced quantity of Special Education Rooms from 4 to 3

Learning Disabilities Evaluation Room

- Reduced from 350 SF to 150 SF as testing would occur on a 1 on 1 basis

Math and Science Project Room

- Added a separate room for Math that can accommodate 2 adults and 10 students

Gymnasium

- Assumed Elementary/Middle school court size (74' x 42') in lieu of High School court size (84' x 50')
- Reduced Equipment Storage Rooms from a total of 1,250 SF to 600 SF

Occupational Therapy and Physical Therapy Rooms

- Combine 2 rooms into 1 room

Custodial Services

- Eliminated Trash and Recycling Collection Areas from within the building as items are brought directly outside

Building Support Space

- Added detailed list to the Space Program spreadsheet to better account for this square footage

If there are any questions, or need any additional information, we will be glad to discuss them with you at your meeting on December 17, 2013.

Sincerely,

Alana Konefal

EDUCATIONAL SPECIFICATION FOR

SANDY HOOK SCHOOL

DRAFT

Prepared by
SVIGALS + PARTNERS

27 November 2013

T A B L E O F C O N T E N T S

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DRAFT

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EDUCATIONAL SPECIFICATIONS NARRATIVE

Svigals + Partners was requested to engage in the development of educational specifications for the Sandy Hook School, a new pre-kindergarten through 4th grade facility with a projected enrollment of 524 students, in Newtown, Connecticut. The educational specifications that follow, which include space program requirements and space standards showing sample layouts with furniture, specialized systems, etc., will serve as the basis for the design of the school.

This report is the culmination of a process in which Svigals + Partners conducted a series of interviews with the participation of the Interim Superintendent of Schools, Sandy Hook Principal and other school staff, and the Newtown Director of Pupil Services. The interviews were conducted to evaluate the “Newtown Public Schools Educational Specifications for Construction of Sandy Hook Elementary School” dated June 25, 2013 and to gather specific programming data which may have not been included in the aforementioned document.

The feedback and responses from all interviews were summarized with the Interim Superintendent of Schools as well as the Sandy Hook School Principal. In addition, members of the School Based Building Advisory Committee embarked on a number of school tours which included facilities designed by Svigals + Partners as well as some designed by other local architects. Both efforts were valuable tools for the committee’s participants to gain a better understanding of the spaces being programmed.

From the inception, members of the Advisory Committee made it clear that among the most important concerns were the establishment of a safe, child friendly environment with bright, airy, and functional spaces for the students attending the future school. These, along with other requirements regarding the building design, in particular Security and Technology needs, will be further analyzed and reviewed with the Board of Education and Public Building and Site Commission and incorporated into this document at a later date.

The space program evolved and was refined as priorities and constraints were identified. One of the constraints is the State reimbursement that needed to be maximized. To that end, spaces were reduced in area (net square foot) and a few were eliminated. These compromises, as difficult as they were, made possible the establishment of a more equitable program.

The educational specifications being presented here will serve as an important guide for the design of the school, optimizing net space requirements within state reimbursement guidelines. In addition, sustainable design principles will be incorporated into the new school design which will produce an energy efficient school. The ultimate goal is to provide a welcoming, functional and modern educational facility.

A R E A S U M M A R Y

SPACES

Classrooms	21,260
Classroom support	4,710
Music.....	1,920
Art	1,445
Media Center	4,905
Stage Area	1,600
Physical Education	6,050
Cafetorium	3,300
Food Service	2,070
Main Entrance & Lobby	700
Community Room	250
Administration & Nurse Suite	2,520
Teacher Support	400
Student Support and Special Education	3,730
Building Support & Custodial	5,480
TOTAL NET AREA	60,340 SF
GSF FACTOR: 1.20	
GROSS AREA	72,408 SF

A P P E N D I X A

DRAFT

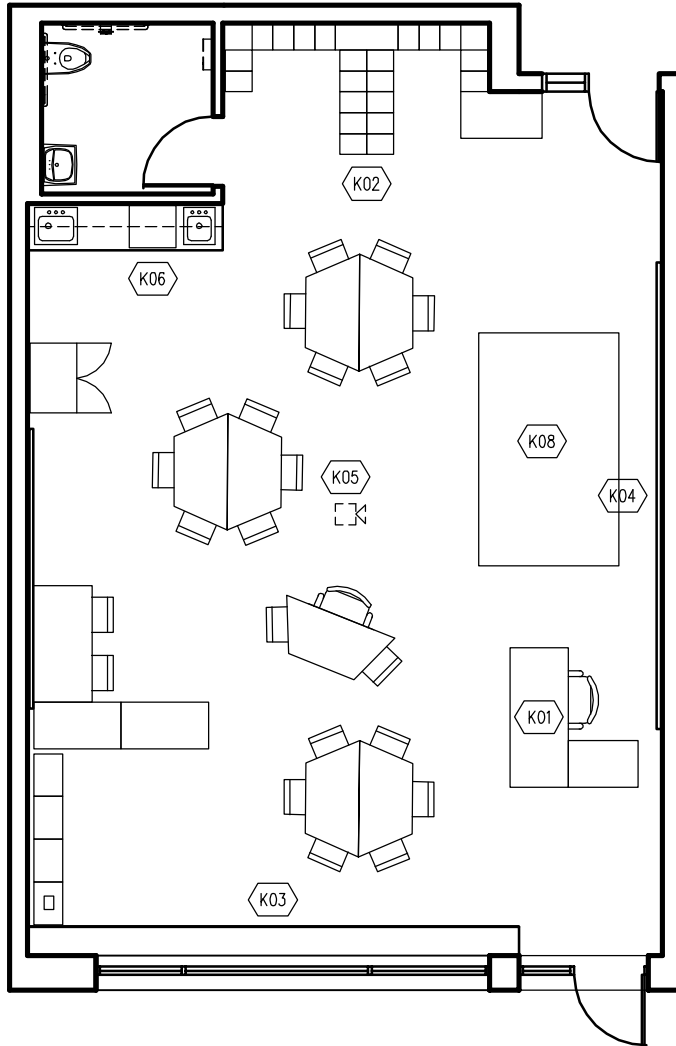
Newtown Public Schools		Sandy Hook School Space Program Pre-K through 4th Grade			
SPACE COMPONENT		BASE PROGRAM		No. of Pupils	COMMENTS
	Qty.	AREA	TOTAL NSF		
CLASSROOM AREAS		TOTAL: 21,260			
Pre-K	3	1,000	3,000	60	Access to play area, near OP/PT & Nurse
Toilets	3	60	180		
Kindergarten	4	1,000	4,000	80	Access to play area, near OP/PT, Nurse & Café
Toilets	4	60	240		
First Grade	4	850	3,400	96	
Toilets	4	60	240		
Second Grade	4	850	3,400	96	
Third Grade	4	850	3,400	96	
Fourth Grade	4	850	3,400	96	
CLASSROOM SUPPORT		TOTAL: 4,710			
Pre-K Coordinator Office	1	200	200		
Pre-K Meeting Room	1	300	300		Conference room for 10-12
Pre-K Quiet Room	1	150	150		Rest/nap area for 1-2 students
Computer Classroom	1	700	700		Workstations for 26 students
Storage	1	50	50		Storage for 2 laptop carts
Reading Room	3	500	1,500		6 cubicles, 2-6 person tables, 2 computers
Speech Room	1	400	400		3 students, 1 staff
Math Classroom	1	500	500		10 students
Science Project Room	1	850	850		24 students
Storage	1	60	60		
MUSIC		TOTAL: 1,920			
Music Room	1	1,200	1,200		
Storage	2	100	200		
Choral Library	1	200	200		
Instrument Storage	1	200	200		
Music Office	1	120	120		
ART		TOTAL: 1,445			
Studio	1	1,220	1,220		55 SF/Child
Kiln	1	75	75		
Storage	1	150	150		
MEDIA CENTER		TOTAL: 4,905			
Library	1	2,400	2,400		23,000 volumes = 950 LF of shelving
Computer Lab	1	700	700		
Teaching Area	1	600	600	25	
Office	1	135	135		Desk, shelving for 1,000 books
Workroom	1	320	320		Workstation, counter, sink, refrig, table for 4
Curriculum Storage	2	300	600		Not required to be within the library
A/V Storage	1	150	150		
STAGE AREA		TOTAL: 1,600			
Stage Area	1	1,100	1,100		39' x 20', double doors, access to Music, ramps
Backstage Storage	1	150	150		
Storage	1	350	350		

Newtown Public Schools		Sandy Hook School Space Program Pre-K through 4th Grade			
SPACE COMPONENT	BASE PROGRAM			No. of Pupils	COMMENTS
	Qty.	AREA	TOTAL NSF		
CAFETERIA/AUDITORIUM		TOTAL: 3,300			
General Seating Area	1	2,800	2,800	150	Designated Kindergarten seating area, 4 waves
Faculty Lounge	1	500	500	24	
PHYSICAL EDUCATION		TOTAL: 6,050			
Gymnasium	1	4,600	4,600		
Bleachers	1	500	500		
Gym Equipment Storage	1	200	200		
Coach's Offices	2	100	200		
Coach's Toilet	2	75	150		
Outdoor Gym Equip Storage	1	400	400		
FOOD SERVICE		TOTAL: 2,070			
Food Prep Area	1	550	550		
Dry Storage	1	240	240		
Refrigerator Storage (Walk-in)	1	125	125		
Freezer Storage (Walk-in)	1	125	125		
Serving Area	1	400	400		
Director's Office	1	100	100		
Mop Room	1	50	50		
Can Washing	1	50	50		
Dishwashing	1	230	230		
Recycling Center	1	100	100		
Staff Toilets	1	60	60		
Lockers	1	40	40		
MAIN ENTRANCE & LOBBY		TOTAL: 950			
Entrance Lobby	1	500	500		
Waiting area	1	200	200		Seating for 6
Community Room	1	250	250		
ADMINISTRATION/MAIN OFFICE		TOTAL: 1,910			
Reception	1	150	150		
General Office Area	1	400	400		Open workstations for 3 staff
Forms Storage Area	1	100	100		
Closets	2	50	100		Coat, communication
Work Room	1	200	200		Direct access to front counter, supply closet
Principal's Office	1	200	200		Coat closet, space for 6 guests, 2nd way out
Assistant Principal	1	200	200		Space for 2 guests, direct access to main corr.
Leadership Team Office	1	150	150		Space for 2 guests, direct access to main corr.
Conference Room	1	250	250	12	Direct access to principal and corridor
Security Office	1	100	100		Opposite entry lobby from Main Office
Toilets	1	60	60		Separate for men and women
TEACHER SUPPORT		TOTAL: 400			
Work Room	2	200	400		

Newtown Public Schools		Sandy Hook School Space Program Pre-K through 4th Grade			
SPACE COMPONENT	BASE PROGRAM			No. of Pupils	COMMENTS
	Qty.	AREA	TOTAL NSF		
STUDENT SUPPORT		TOTAL:		1,550	
Psychologist	2	150	300		Closet, space for 6 guests
Social Worker	1	200	200		Closet, space for 2 staff and 6 guests
Learning Disabilities Evaluation	1	150	150		
Occupational/Physical Therapy Room	1	900	900		
Conference Room	1	250	250		
SPECIAL EDUCATION		TOTAL:		2,180	
Resource Room	2	600	1,200		Includes storage and toilet
Evaluation Room	1	130	130		
Self-Contained Special Education	1	850	850		Includes toilet
HEALTH CLINIC		TOTAL:		610	Direct access to main office
Reception/Waiting	1	100	100		Waiting area for 6 students
Exam Room	1	100	100		Sink, eyewash, UC refrigerator, microwave
Nurse's Office	1	150	150		Workstations for 2 staff
Cot Room	1	120	120		Handwash sink, 2 cots
Storage	1	80	80		Medical supplies, wheelchair
Toilet	1	60	60		
BUILDING SUPPORT SPACE		TOTAL:		4,750	
Boiler Room	1	1,000	1,000		
Electrical Room	1	800	800		
Electrical sub-closet	2	80	160		
Data sub-closets	2	60	120		
Telecom Equipment Room	1	150	150		
Elevator room	1	60	60		
Outdoor Maint. Equip. Storage	1	80	80		
Custodial Closets	2	60	120		
General Storage	1	700	700		
Staff Toilets	6	60	360		
Gang Toilets	6	200	1,200		
CUSTODIAL		TOTAL:		730	
Office	1	150	150		Table for 8
Toilet	1	60	60		
Workshop/Garage	1	250	250		Exterior Access
Supply Closet	1	120	120		
Receiving and Storage	1	150	150		Loading Dock
NET SF AREA:		60,340			
GSF FACTOR:		1.20		524	PROJECTED ENROLLMENT
GROSS AREA:		72,408		62,880	BASE GRANT SPACE STANDARD
CONSTRUCTION FACTOR:		1.1		72,312	WITH 15% SPACE WAIVER
CONSTRUCTION AREA:		79,649			

A P P E N D I X B

DRAFT



FURNITURE

- 1 TEACHER DESK
- 2 EXECUTIVE CHAIRS
- FILING CABINET
- 2 COMPUTER STATIONS
- 8 STUDENT TABLES
- 22 STUDENT CHAIRS

PLUMBING

- TOILET ROOM
- LARGE S.S. SINK
- HAND WASH SINK
- BUBBLER

ENVIRONMENTAL

- RECYCLING CENTER
- MECHO SHADES
- EXTERIOR DOOR
- OPERABLE SASHES
- DOOR W/SIDELIGHT
- RADIANT FLOOR HEAT

DISPLAY

- FLAG HOLDER
- TACK BOARD/SURFACE
- TACK STRIP
- MARKER BOARD, MAGNETIC
- INTERACTIVE WHITE BOARD

STORAGE

- TEACHER WARDROBE CLOSET
- STORAGE CABINETS, LOCKABLE
- 21 STUDENT CUBBIES
- BOOKSHELVES
- CABINETS
- HARD SURFACE COUNTERTOP

LIGHTING

- DIMMABLE & ZONED

TECHNOLOGY

- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 4 CAT6 DROPS

APPLIANCES

- UNDER COUNTER REFRIGERATOR
- MICROWAVE

FLOORING

- RESILIENT/CARPET

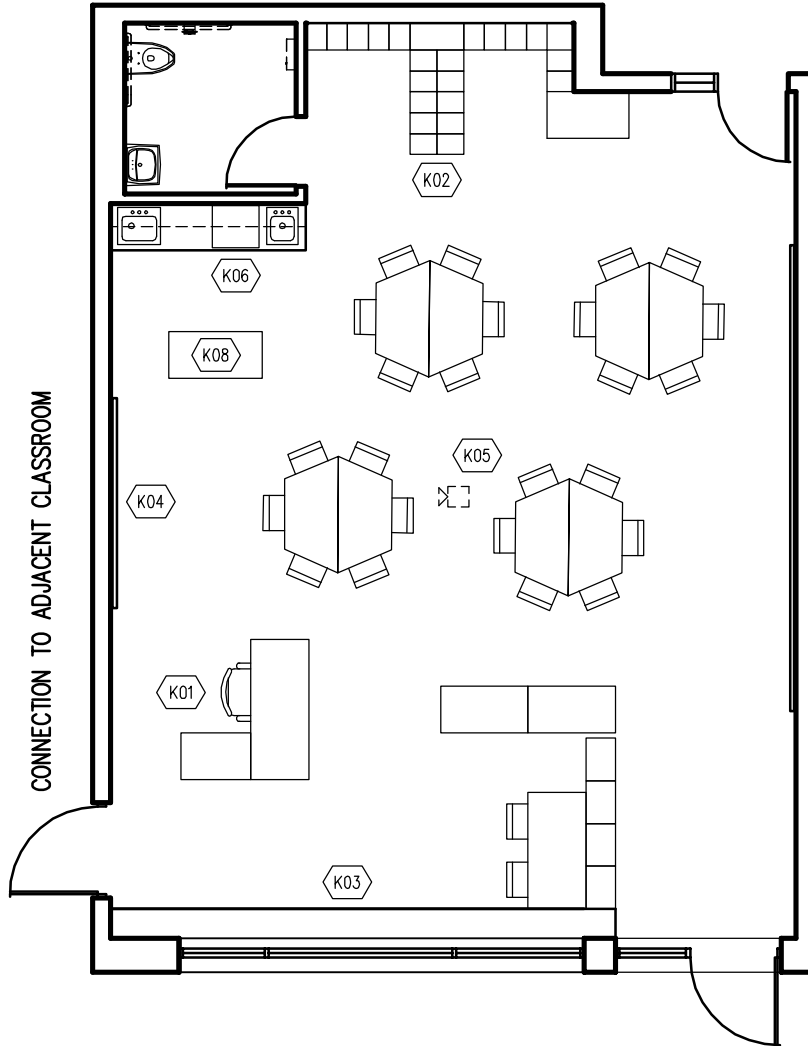
20 STUDENTS

CLASSROOM	1,000 S.F.
TOILET ROOM	60 S.F.
	<hr/>
	1,060 S.F.

KEYNOTES

- | | |
|-----------------------------|-------------------------------|
| K01 TEACHER DESK | K05 CEILING-MOUNTED PROJECTOR |
| K02 STUDENT CUBBIES | K06 REFRIGERATOR |
| K03 BOOKSHELVES | K07 COPIER |
| K04 INTERACTIVE WHITE BOARD | K08 AREA RUG |

SCALE: 1/8" = 1' - 0"



FURNITURE

- 1 TEACHER DESK
- 1 EXECUTIVE CHAIR
- 1 SIDE CHAIR
- FILING CABINET
- 8 STUDENT TABLES
- 24 STUDENT CHAIRS

PLUMBING

- TOILET ROOM
- LARGE S.S. SINK
- HAND WASH SINK
- BUBBLER

ENVIRONMENTAL

- RECYCLING CENTER
- MECHO SHADES
- EXTERIOR DOOR
- OPERABLE SASHES
- DOOR W/SIDELIGHT
- RADIANT FLOOR HEAT

DISPLAY

- FLAG HOLDER
- TACK BOARD/SURFACE
- TACK STRIP
- MARKER BOARD, MAGNETIC
- INTERACTIVE WHITE BOARD

STORAGE

- TEACHER WARDROBE CLOSET
- STORAGE CABINETS, LOCKABLE
- 21 STUDENT CUBBIES
- BOOKSHELVES
- CABINETS
- HARD SURFACE COUNTERTOP

LIGHTING

- DIMMABLE & ZONED

TECHNOLOGY

- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 4 CAT6 DROPS

APPLIANCES

- UNDER COUNTER REFRIGERATOR
- MICROWAVE

FLOORING

- RESILIENT/CARPET

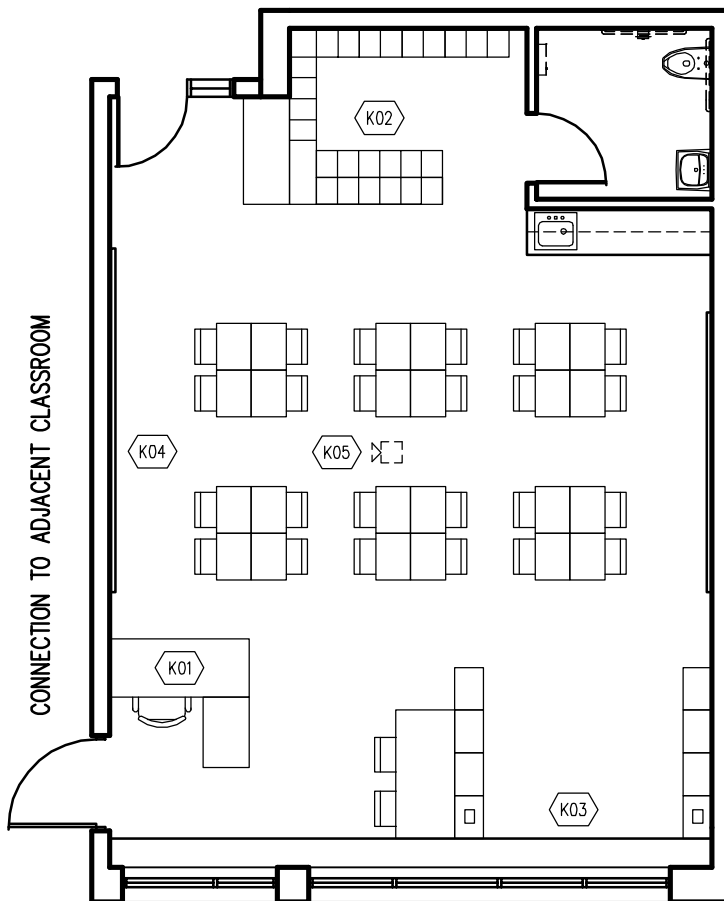
20 STUDENTS

CLASSROOM	1,000 S.F.
TOILET ROOM	60 S.F.
<hr/>	
	1,060 S.F.

KEYNOTES

- | | |
|-----------------------------|-------------------------------|
| K01 TEACHER DESK | K05 CEILING-MOUNTED PROJECTOR |
| K02 STUDENT CUBBIES | K06 REFRIGERATOR |
| K03 BOOKSHELVES | K07 COPIER |
| K04 INTERACTIVE WHITE BOARD | K08 WATER & SAND TABLE |

SCALE: 1/8" = 1' - 0"



FURNITURE

- 1 TEACHER DESK
- 1 EXECUTIVE CHAIR
- 1 SIDE CHAIR
- FILING CABINET
- 1 STUDENT TABLE
- 24 STUDENT DESKS
- 26 STUDENT CHAIRS

PLUMBING

- TOILET ROOM
- LARGE S.S. SINK
- BUBBLER

ENVIRONMENTAL

- RECYCLING CENTER
- MECHO SHADES
- OPERABLE SASHES
- DOOR W/SIDELIGHT
- RADIANT FLOOR HEAT

DISPLAY

- FLAG HOLDER
- TACK BOARD/SURFACE
- TACK STRIP
- MARKER BOARD, MAGNETIC
- INTERACTIVE WHITE BOARD

STORAGE

- TEACHER WARDROBE CLOSET
- TALL STORAGE CABINET
- 25 STUDENT CUBBIES
- BOOKSHELVES
- CABINETS, LOCKABLE
- HARD SURFACE COUNTERTOP

LIGHTING

- DIMMABLE & ZONED

TECHNOLOGY

- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 4 CAT6 DROPS

FLOORING

- RESILIENT/CARPET

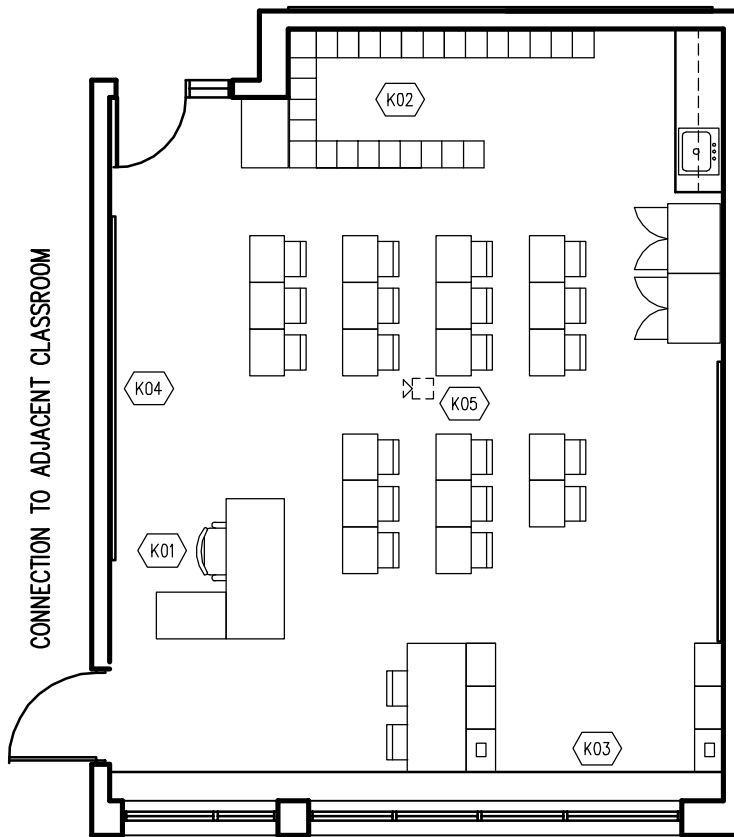
24 STUDENTS

CLASSROOM	850 S.F.
TOILET ROOM	60 S.F.
<hr/>	
	910 S.F.

KEYNOTES

- | | |
|-----------------------------|-------------------------------|
| K01 TEACHER DESK | K05 CEILING-MOUNTED PROJECTOR |
| K02 STUDENT CUBBIES | K06 REFRIGERATOR |
| K03 BOOKSHELVES | K07 COPIER |
| K04 INTERACTIVE WHITE BOARD | |

SCALE: 1/8" = 1' - 0"



FURNITURE

- 1 TEACHER DESK
- 1 EXECUTIVE CHAIR
- FILING CABINET
- 1 STUDENT TABLE
- 2 COMPUTER STATIONS
- 22 STUDENT CHAIRS
- 20 STUDENT DESKS

PLUMBING

- LARGE S.S. SINK
W/ SAND TRAP
- BUBBLER

ENVIRONMENTAL

- RECYCLING CENTER
- MECHO SHADES
- OPERABLE SASHES
- DOOR W/SIDELIGHT
- RADIANT FLOOR HEAT

DISPLAY

- FLAG HOLDER
- TACK BOARD/SURFACE
- TACK STRIP
- MARKER BOARD, MAGNETIC
- INTERACTIVE WHITE BOARD

STORAGE

- TEACHER WARDROBE CLOSET
- TALL STORAGE CABINET
- 24 STUDENT CUBBIES
- BOOKSHELVES
- CABINETS, LOCKABLE
- HARD SURFACE COUNTERTOP

LIGHTING

- DIMMABLE & ZONED

TECHNOLOGY

- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 4 CAT6 DROPS

FLOORING

- RESILIENT/CARPET

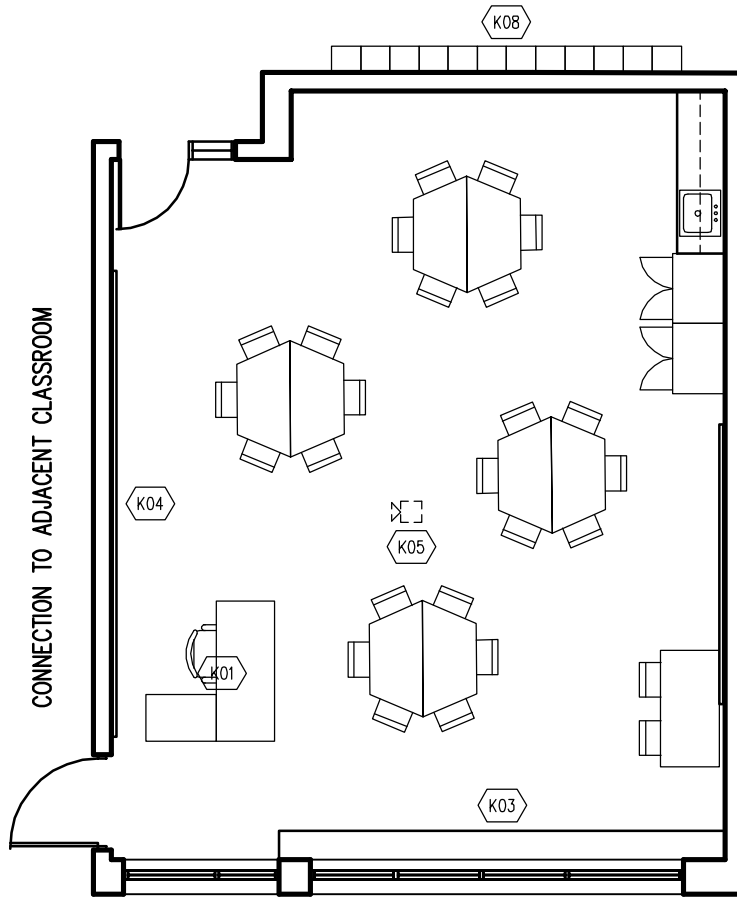
24 STUDENTS

CLASSROOM 850 S.F.
850 S.F.

KEYNOTES

- | | | | |
|-----|-------------------------|-----|---------------------------|
| K01 | TEACHER DESK | K05 | CEILING-MOUNTED PROJECTOR |
| K02 | STUDENT CUBBIES | K06 | REFRIGERATOR |
| K03 | BOOKSHELVES | K07 | COPIER |
| K04 | INTERACTIVE WHITE BOARD | | |

SCALE: 1/8" = 1' - 0"



FURNITURE

- 1 TEACHER DESK
- 1 EXECUTIVE CHAIR
- FILING CABINET
- 9 STUDENT TABLES
- 2 COMPUTER STATIONS
- 26 STUDENT CHAIRS

PLUMBING

- LARGE S.S. SINK
- BUBBLER

ENVIRONMENTAL

- RECYCLING CENTER
- MECHO SHADES
- OPERABLE SASHES
- DOOR W/SIDELIGHT

DISPLAY

- FLAG HOLDER
- TACK BOARD/SURFACE
- TACK STRIP
- MARKER BOARD, MAGNETIC
- INTERACTIVE WHITE BOARD

STORAGE

- TEACHER WARDROBE CLOSET
- TALL STORAGE CABINET
- BOOKSHELVES
- CABINETS, LOCKABLE
- HARD SURFACE COUNTERTOP

LIGHTING

- DIMMABLE & ZONED

TECHNOLOGY

- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 4 CAT6 DROPS

FLOORING

- RESILIENT/CARPET

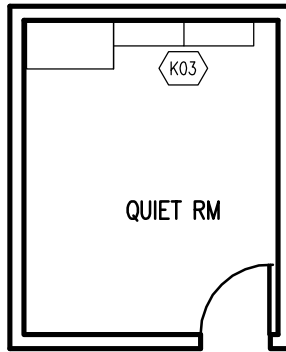
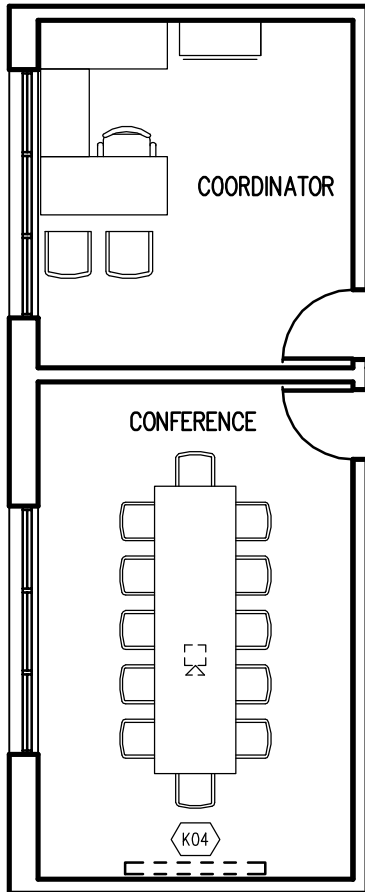
24 STUDENTS

CLASSROOM 850 S.F.
850 S.F.

KEYNOTES

- | | | | |
|-----|-------------------------|-----|---------------------------|
| K01 | TEACHER DESK | K05 | CEILING-MOUNTED PROJECTOR |
| K02 | STUDENT CUBBIES | K06 | REFRIGERATOR |
| K03 | BOOKSHELVES | K07 | COPIER |
| K04 | INTERACTIVE WHITE BOARD | K08 | LOCKERS |

SCALE: 1/8" = 1' - 0"



FURNITURE

- 1 STAFF DESK
- 1 EXECUTIVE CHAIR
- FILING CABINET
- 14 SIDE CHAIRS
- REST MATS

DISPLAY

- MARKER BOARD,
- MAGNETIC
- INTERACTIVE WHITE
- BOARD

STORAGE

- FILE CABINETS
- BOOKSHELVES

TECHNOLOGY

- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 4 CAT6 DROPS

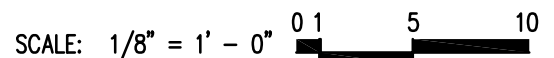
2 STUDENTS

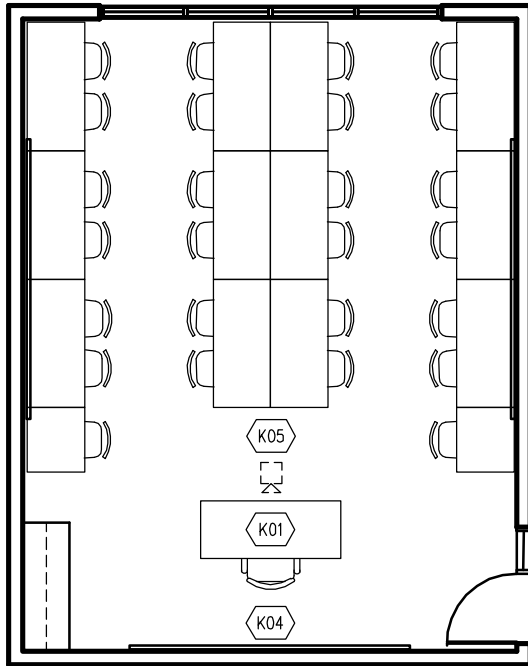
PRE-K QUIET ROOM	150 S.F.
PRE-K COORDINATOR OFFICE	200 S.F.
PRE-K MEETING ROOM	300 S.F.

650 S.F.

KEYNOTES

- | | |
|-----------------------------|-------------------------------|
| K01 TEACHER DESK | K05 CEILING-MOUNTED PROJECTOR |
| K02 STUDENT CUBBIES | K06 REFRIGERATOR |
| K03 BOOKSHELVES | K07 COPIER |
| K04 INTERACTIVE WHITE BOARD | |





FURNITURE

- 1 TEACHER DESK
- 1 EXECUTIVE CHAIR
- FILING CABINET
- 28 COMP STATIONS
- 14 STUDENT TABLES
- 28 STUDENT CHAIRS

ENVIRONMENTAL

- DOOR W/SIDELIGHT
- MECHO SHADES

DISPLAY

- FLAG HOLDER
- TACK BOARD/SURFACE
- TACK STRIP
- MARKER BOARD, MAGNETIC
- INTERACTIVE WHITE BOARD

EQUIPMENT

- 1 DOCUMENT CAMERA
- 2 PRINTERS
- 1 PORTABLE PHONE

STORAGE

- STORAGE CABINETS
- CABINETS, LOCKABLE
- HARD SURFACE COUNTERTOP

LIGHTING

- DIMMABLE & ZONED

TECHNOLOGY

- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 4 CAT6 DROPS

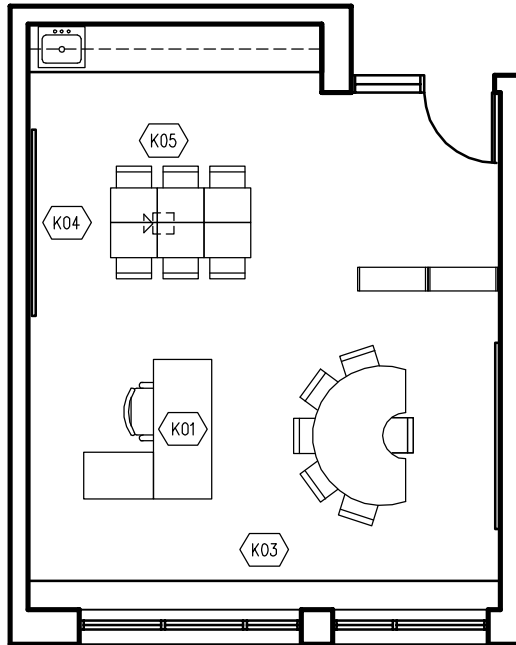
26 STUDENTS

COMPUTER CLASSROOM 700 S.F.
700 S.F.

KEYNOTES

- | | | | |
|-----|-------------------------|-----|---------------------------|
| K01 | TEACHER DESK | K05 | CEILING-MOUNTED PROJECTOR |
| K02 | STUDENT CUBBIES | K06 | REFRIGERATOR |
| K03 | BOOKSHELVES | K07 | COPIER |
| K04 | INTERACTIVE WHITE BOARD | | |

SCALE: 1/8" = 1' - 0"



FURNITURE

- 1 TEACHER DESK
- 1 EXECUTIVE CHAIR
- 1 SIDE CHAIR
- FILING CABINET
- 6 STUDENT DESKS
- 1 STUDENT TABLE
- 11 STUDENT CHAIRS

PLUMBING

- LARGE S.S. SINK

ENVIRONMENTAL

- DOOR W/SIDELIGHT
- MECHO SHADES
- DISPLAY

- FLAG HOLDER
- TACK BOARD/SURFACE
- TACK STRIP
- MARKER BOARD, MAGNETIC
- INTERACTIVE WHITE BOARD

STORAGE

- OPEN AND CLOSED SHELVING

LIGHTING

- DIMMABLE & ZONED

TECHNOLOGY

- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 4 CAT6 DROPS

FLOORING

- RESILIENT

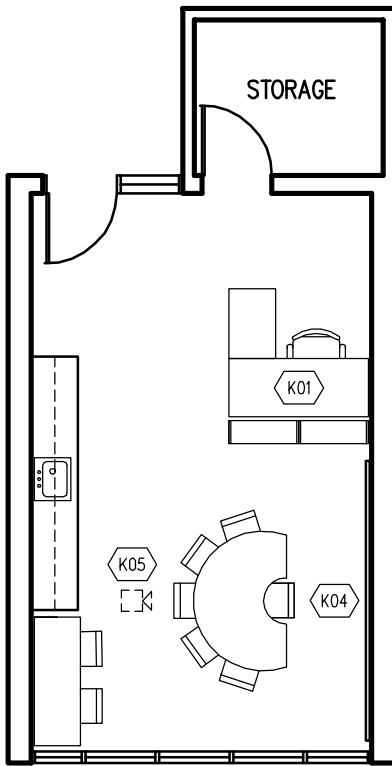
8 STUDENTS

READING 500 S.F.
500 S.F.

KEYNOTES

- | | |
|-----------------------------|-------------------------------|
| K01 TEACHER DESK | K05 CEILING-MOUNTED PROJECTOR |
| K02 STUDENT CUBBIES | K06 REFRIGERATOR |
| K03 BOOKSHELVES | K07 COPIER |
| K04 INTERACTIVE WHITE BOARD | |

SCALE: 1/8" = 1' - 0"



FURNITURE

- 1 TEACHER DESK
- 1 EXECUTIVE CHAIR
- FILING CABINETS,
LOCKABLE
- 2 COMPUTER STATIONS
- 2 STUDENT TABLES
- 7 STUDENT CHAIRS

PLUMBING

- LARGE S.S. SINK
- BUBBLER

ENVIRONMENTAL

- DOOR W/SIDELIGHT
- MECHO SHADES

DISPLAY

- FLAG HOLDER
- TACK BOARD/SURFACE
- TACK STRIP
- MARKER BOARD, MAGNETIC
- INTERACTIVE WHITE BOARD

STORAGE

- SHELVES
- CABINETS, LOCKABLE
- HARD SURFACE COUNTERTOP

TECHNOLOGY

- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 4 CAT6 DROPS

6 STUDENTS

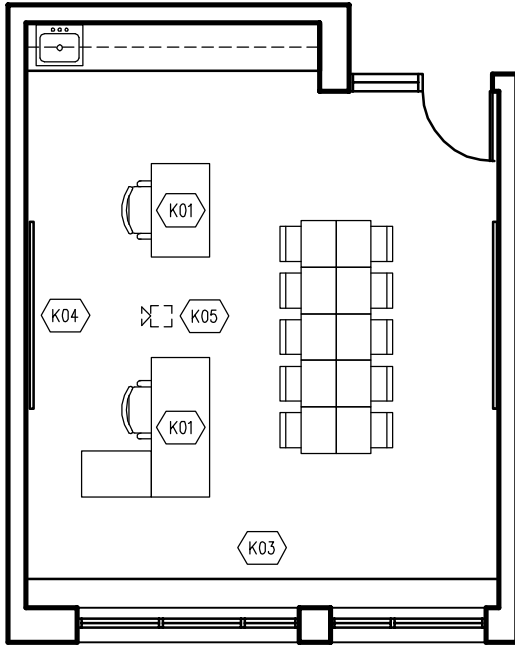
STORAGE 50 S.F.
SPEECH 350 S.F.

400 S.F.

KEYNOTES

- | | |
|-----------------------------|-------------------------------|
| K01 TEACHER DESK | K05 CEILING-MOUNTED PROJECTOR |
| K02 STUDENT CUBBIES | K06 REFRIGERATOR |
| K03 BOOKSHELVES | K07 COPIER |
| K04 INTERACTIVE WHITE BOARD | |

SCALE: 1/8" = 1' - 0"



FURNITURE

- 2 TEACHER DESKS
- 2 EXECUTIVE CHAIRS
- FILING CABINETS
- 10 STUDENT DESKS
- 10 STUDENT CHAIRS

PLUMBING

- LARGE S.S. SINK

ENVIRONMENTAL

- DOOR W/SIDELIGHT
- MECHO SHADES

DISPLAY

- FLAG HOLDER
- TACK BOARD/SURFACE
- TACK STRIP
- MARKER BOARD, MAGNETIC
- INTERACTIVE WHITE BOARD

STORAGE

- BASE CABINETS
- HARD SURFACE
- COUNTERTOP

LIGHTING

- DIMMABLE & ZONED

TECHNOLOGY

- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 2 CAT6 DROPS

FLOORING

- CARPET

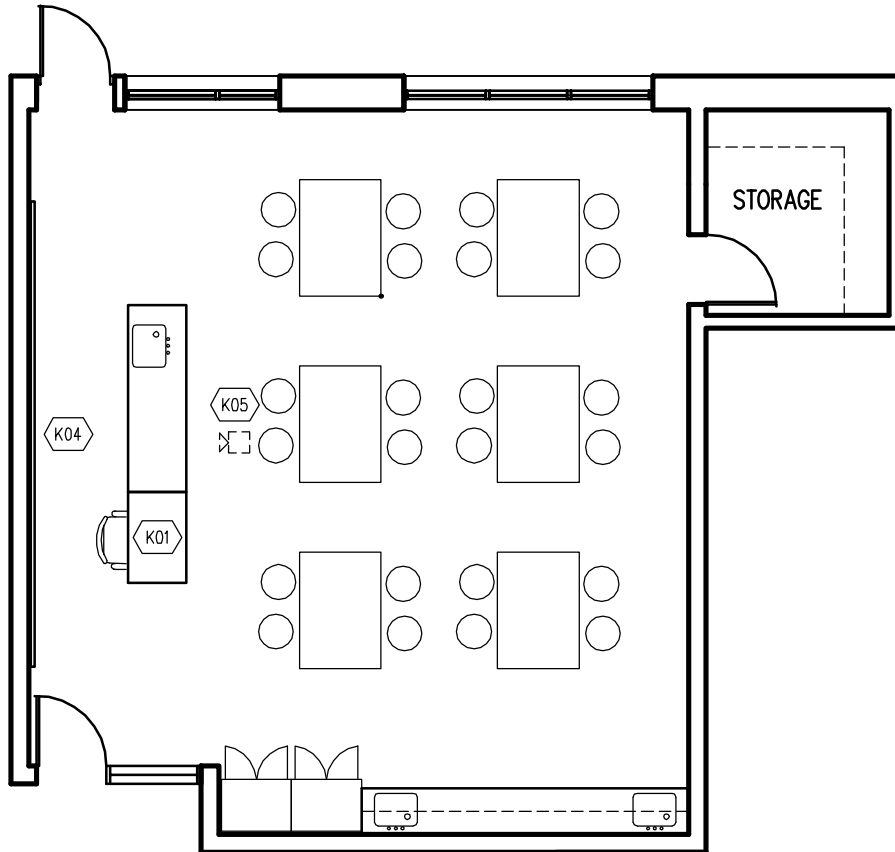
10 STUDENTS

MATH CLASSROOM 500 S.F.
500 S.F.

KEYNOTES

- | | |
|-----------------------------|-------------------------------|
| K01 TEACHER DESK | K05 CEILING-MOUNTED PROJECTOR |
| K02 STUDENT CUBBIES | K06 REFRIGERATOR |
| K03 BOOKSHELVES | K07 COPIER |
| K04 INTERACTIVE WHITE BOARD | |

SCALE: 1/8" = 1' - 0"



FURNITURE

- 1 DEMONSTRATION DESK
- 1 EXECUTIVE CHAIR
- FILING CABINET
- 6 STUDENT TABLES
- 24 STUDENT STOOLS

PLUMBING

- 2 LARGE S.S. SINKS

FLOORING

- VINYL

ENVIRONMENTAL

- DOOR W/SIDELIGHT
- MECHO SHADES

DISPLAY

- FLAG HOLDER
- TACK BOARD/SURFACE
- TACK STRIP
- MARKER BOARD, MAGNETIC
- INTERACTIVE WHITE BOARD

STORAGE

- 2 TALL STORAGE CABINETS
- BASE CABINETS
- STORAGE CABS, LOCKABLE
- ACID RESISTANT COUNTER/TABLE TOPS
- RACKS
- SHELVES

LIGHTING

- DIMMABLE & ZONED

TECHNOLOGY

- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 4 CAT6 DROPS

EQUIPMENT

- CEILING EQUIP. HOOKS
- DOCUMENT CAMERA

24 STUDENTS

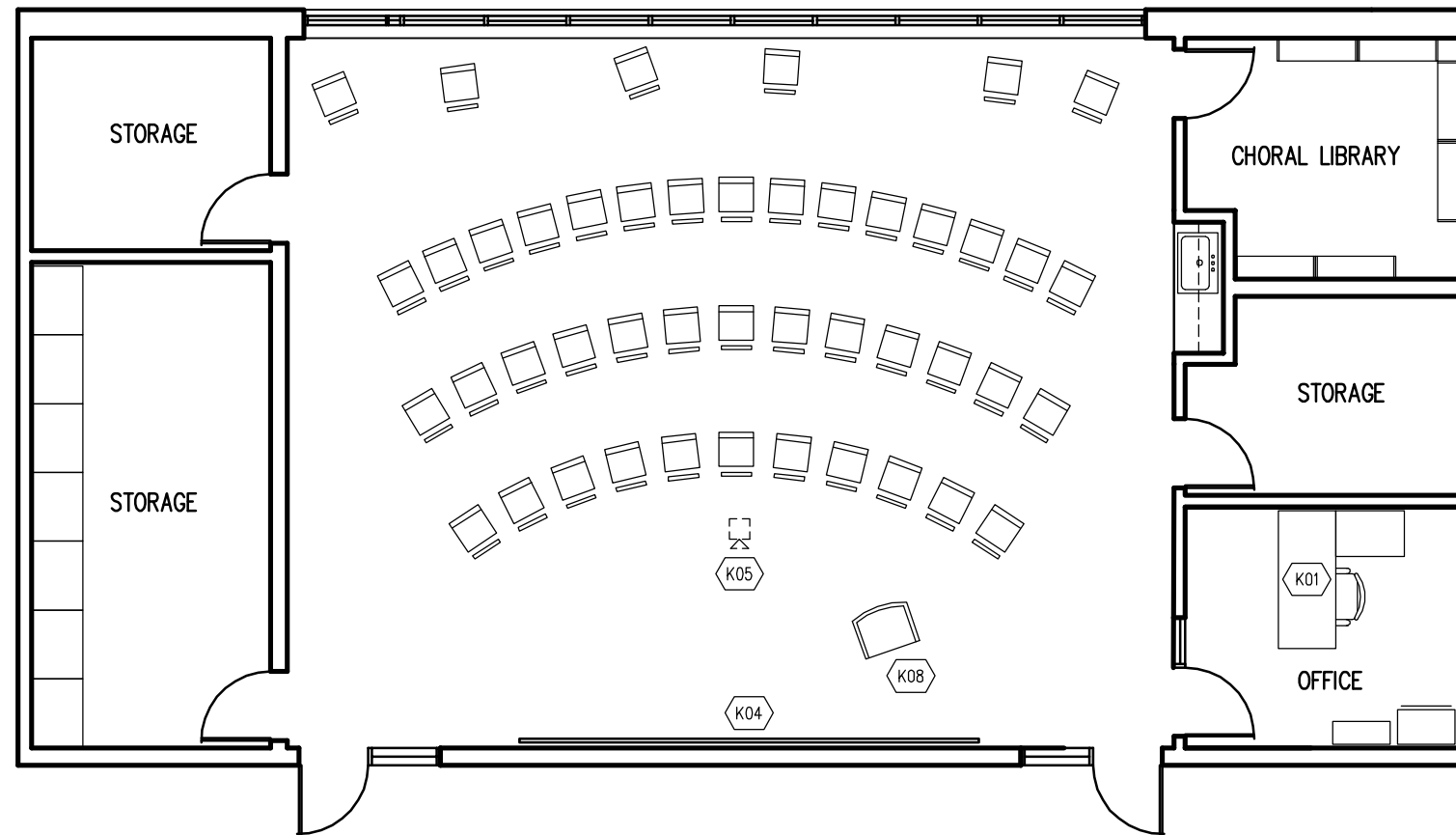
STORAGE 60 S.F.
SCIENCE PROJECT ROOM 850 S.F.

910 S.F.

KEYNOTES

- | | | | |
|-----|-------------------------|-----|---------------------------|
| K01 | TEACHER DESK | K05 | CEILING-MOUNTED PROJECTOR |
| K02 | STUDENT CUBBIES | K06 | REFRIGERATOR |
| K03 | BOOKSHELVES | K07 | COPIER |
| K04 | INTERACTIVE WHITE BOARD | | |

SCALE: 1/8" = 1' - 0"



- | | |
|-------------------------|-------------------------|
| <u>FURNITURE</u> | <u>STORAGE</u> |
| 1 TEACHER DESK | INSTRUMENT STORAGE |
| 1 COMPUTER STATION | CABINETS |
| 1 TEACHER CHAIR | HARD SURFACE COUNTERTOP |
| FILING CABINET | SHELVING |
| 75 STUDENT CHAIRS | EQUIPMENT RACKS |
| CONDUCTING PODIUM | |
| <u>PLUMBING</u> | <u>LIGHTING</u> |
| LARGE S.S. SINK | DIMMABLE & ZONED |
| <u>ENVIRONMENTAL</u> | <u>TECHNOLOGY</u> |
| DOOR W/SIDELIGHT | CLOCK/PA SYSTEM |
| 16' MIN CEILING HEIGHT | VOIP PHONE SYSTEM |
| | 4 CAT6 DROPS |
| <u>DISPLAY</u> | <u>FLOORING</u> |
| FLAG HOLDER | CUSHIONED WOOD FLOOR |
| TACK BOARD/SURFACE | |
| TACK STRIP | |
| MARKER BOARD, MAGNETIC | |
| INTERACTIVE WHITE BOARD | |
| WHITE BOARD W/ MUSICAL | |
| STAFF | |
| <u>EQUIPMENT</u> | |
| SOUND SYSTEM | |
| SPEAKERS | |
| RECORDING EQUIPMENT | |
| PORTABLE RISERS | |

100 STUDENTS

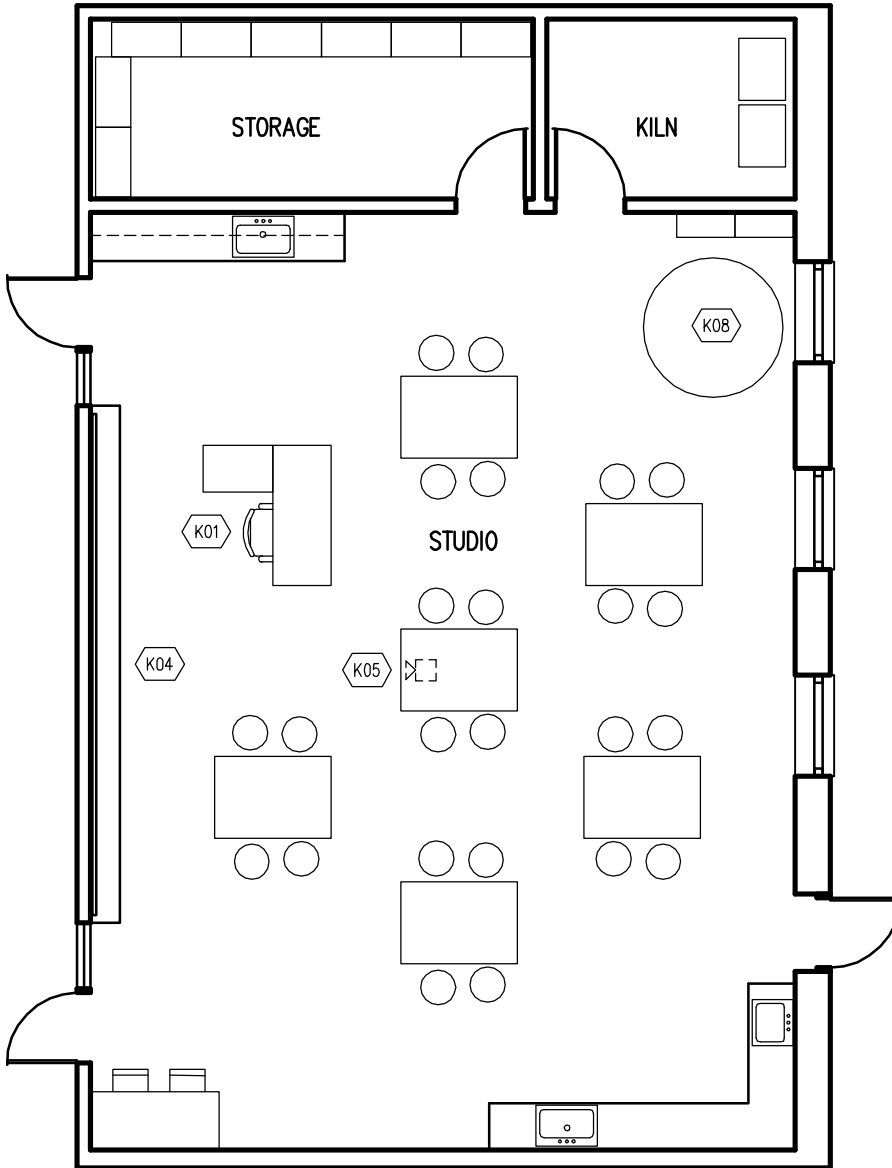
(2) STORAGE	100 S.F. EA
INSTRUMENT STORAGE	200 S.F.
CHORAL LIBRARY	200 S.F.
MUSIC OFFICE	120 S.F.
MUSIC ROOM	1,200 S.F.

1,920 S.F.

KEYNOTES

K01 TEACHER DESK	K05 CEILING-MOUNTED PROJECTOR
K02 STUDENT CUBBIES	K06 REFRIGERATOR
K03 BOOKSHELVES	K07 COPIER
K04 INTERACTIVE WHITE BOARD	K08 PODIUM

SCALE: 1/8" = 1' - 0"



FURNITURE

- 1 TEACHER DESK
- 1 EXECUTIVE CHAIR
- FILING CABINET
- 6 STUDENT TABLES
- 2 COMPUTER STATIONS
- 2 STUDENT CHAIRS
- 24 STUDENT STOOLS

PLUMBING

- 3 LARGE S.S. SINKS
W/ SAND TRAP
BUBBLER

ENVIRONMENTAL

- DOOR W/SIDELIGHT
- MECHO SHADES

DISPLAY

- FLAG HOLDER
- TACK BOARD/SURFACE
- TACK STRIP
- MARKER BOARD, MAGNETIC
- INTERACTIVE WHITE BOARD

EQUIPMENT

- KILN

STORAGE

- RACKS
- SHELVES
- BINS
- CABINETS
- BOOKSHELVES
- LAB COUNTERTOPS
- FLAT FILE STORAGE
- METAL RACKS (KILN)

LIGHTING

- DIMMABLE & ZONED

TECHNOLOGY

- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 4 CAT6 DROPS

FLOORING

- VINYL
- CONCRETE
- AREA RUG

24 STUDENTS

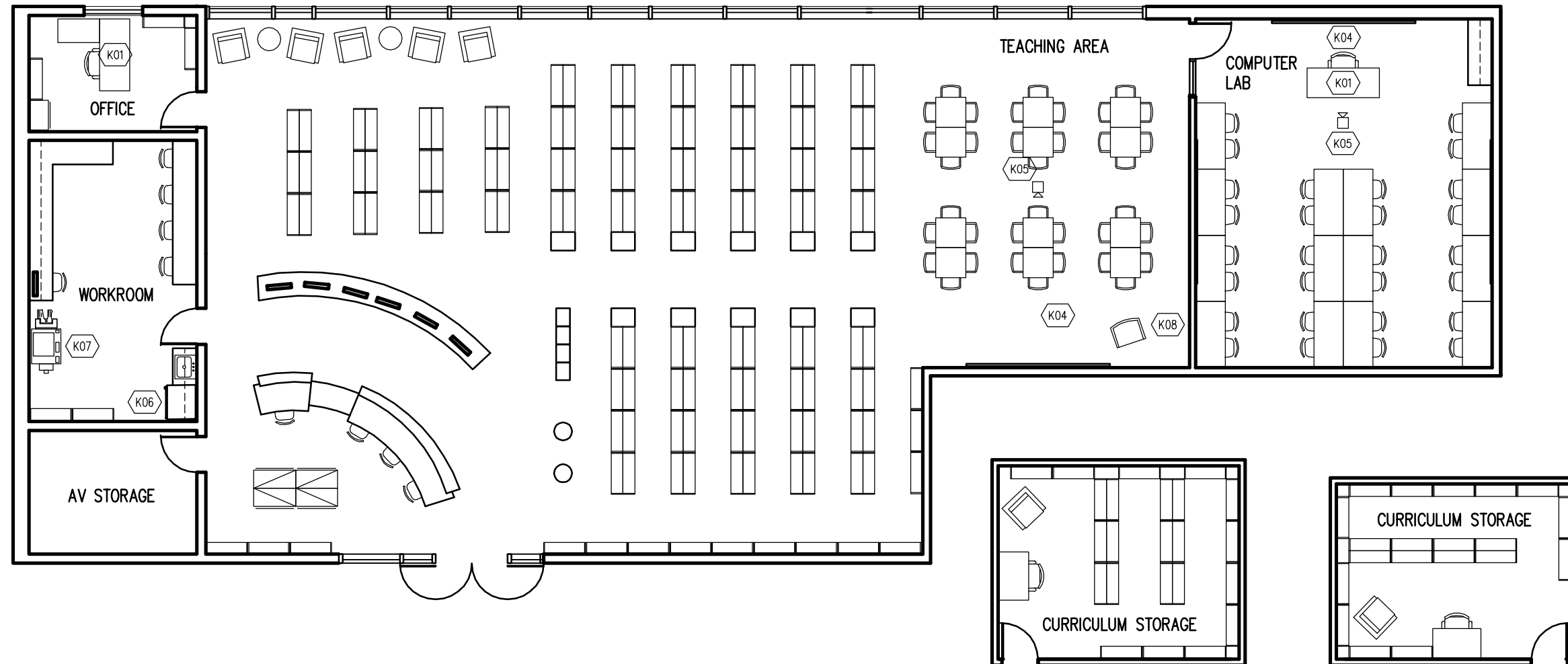
KILN	75 S.F.
STORAGE	150 S.F.
STUDIO	1,220 S.F.

1,445 S.F.

KEYNOTES

- | | |
|-----------------------------|-------------------------------|
| K01 TEACHER DESK | K05 CEILING-MOUNTED PROJECTOR |
| K02 STUDENT CUBBIES | K06 REFRIGERATOR |
| K03 BOOKSHELVES | K07 COPIER |
| K04 INTERACTIVE WHITE BOARD | K08 AREA RUG |

SCALE: 1/8" = 1' - 0"



FURNITURE

- 2 PORTABLE BOOK CAROUSELS
- 28 COMPUTER STATIONS
- 6 RESEARCH COMP. STATIONS
- 12 STUDENT TABLES
- 64 STUDENT CHAIRS
- 2 STAFF DESKS
- 2 EXECUTIVE CHAIRS
- 14 SIDE CHAIRS
- 2 SIDE TABLES
- 1 MOBILE WORK STATIONS
- CIRCULATION DESK

ENVIRONMENTAL

- MECHO SHADES
- DOOR W/SIDELIGHT

DISPLAY

- FLAG HOLDER
- TACK BOARD/SURFACE
- TACK STRIP
- MARKER BOARD, MAGNETIC
- INTERACTIVE WHITE BOARD

EQUIPMENT

- DOCUMENT CAMERA
- PRINTER/SCANNERS
- PORTABLE PHONES
- PAPER SHREDDER
- COPIER
- LAMINATOR

STORAGE

- STACKS
- PERIODICAL DISPLAY
- VCR TAPE, CD, DVD STORAGE
- BOOK SHELVES
- FILE CABINETS, LOCKABLE
- STORAGE CABINETS, LOCKABLE
- BASE AND WALL CABINETS
- 4 BIG BOOK BINS

LIGHTING

- DIMMABLE & ZONED

TECHNOLOGY

- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 10 CAT6 DROPS

PLUMBING

- LARGE S.S. SINK

APPLIANCES

- REFRIGERATOR

FLOORING

- CARPET

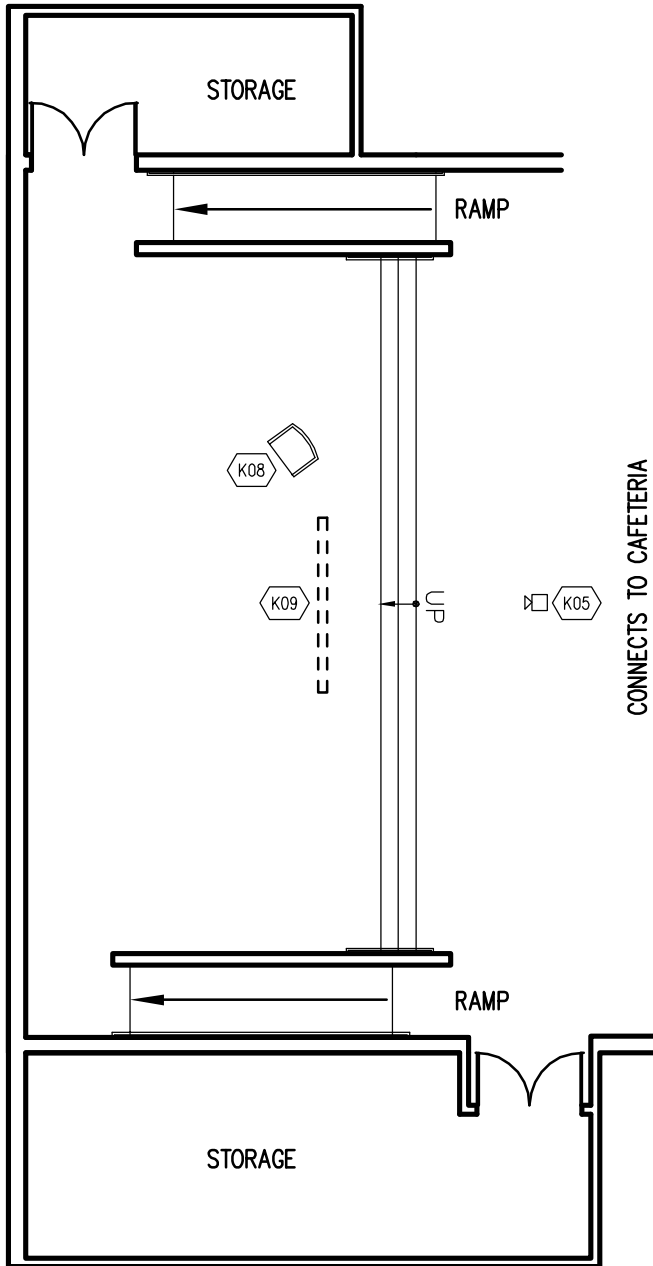
KEYNOTES

- | | | | |
|-----|-------------------------|-----|---------------------------|
| K01 | TEACHER DESK | K05 | CEILING-MOUNTED PROJECTOR |
| K02 | STUDENT CUBBIES | K06 | REFRIGERATOR |
| K03 | BOOKSHELVES | K07 | COPIER |
| K04 | INTERACTIVE WHITE BOARD | K08 | PODIUM |

A/V STORAGE	150 S.F.
(2) CURRICULUM STORAGE	300 S.F. EA
WORKROOM	320 S.F.
OFFICE	135 S.F.
TEACHING AREA	600 S.F.
COMPUTER LAB	700 S.F.
LIBRARY	2,400 S.F.

4,905 S.F.

SCALE: 3/32" = 1' - 0"



FURNITURE

PODIUM

TECHNOLOGY

CLOCK/PA SYSTEM
VOIP PHONE SYSTEM
2 CAT6 DROPS

EQUIPMENT

PROJECTOR
DROP DOWN SCREEN

STORAGE

STORAGE AREA FOR:
RISERS
SOUND BOARDS
PIANO
PROPS
COSTUMES

LIGHTING

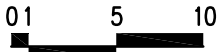
THEATRICAL LIGHTING
SPOTLIGHTS
DIMMERS

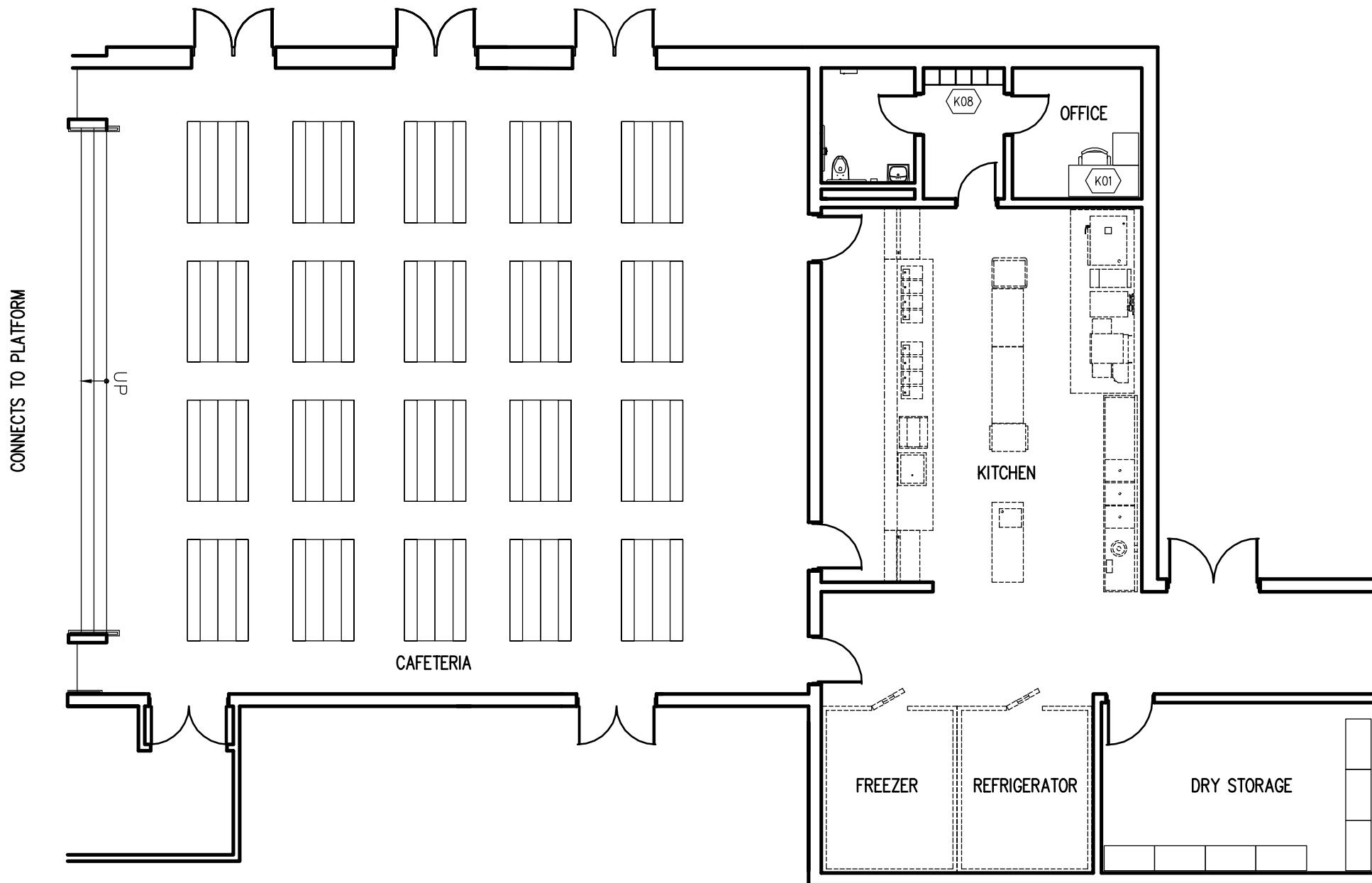
STORAGE	350 S.F.
BACKSTAGE STORAGE	150 S.F.
STAGE	1,100 S.F.

1,600 S.F.

KEYNOTES

- | | | | | | |
|-----|-------------------------|-----|---------------------------|-----|------------------|
| K01 | TEACHER DESK | K05 | CEILING-MOUNTED PROJECTOR | K09 | DROP DOWN SCREEN |
| K02 | STUDENT CUBBIES | K06 | REFRIGERATOR | | |
| K03 | BOOKSHELVES | K07 | COPIER | | |
| K04 | INTERACTIVE WHITE BOARD | K08 | PODIUM | | |

SCALE: 3/32" = 1' - 0" 



FURNITURE

- 1 STAFF DESK
- 1 EXECUTIVE CHAIR
- 16 MULTI-FUNCTION FOLDING TABLES

ENVIRONMENTAL

- DOOR W/SIDELIGHT
- RECYCLING COLLECTION AREA
- WASHABLE WALL SURFACES
- DISHWASHING AREA

DISPLAY

- FLAG HOLDER
- TACK BOARD
- MARKER BOARD, MAGNETIC
- PROJECTION SCREEN

PLUMBING

- HAND WASH SINKS
- TOILET ROOMS

STORAGE

- DRY FOOD STORAGE
- WALK-IN FREEZER/COOLER
- WALK-IN REFRIGERATOR
- WASTE STORAGE
- RECYCLING COLLECTION/STOR.

LIGHTING

- DIMMABLE & ZONED

TECHNOLOGY

- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 4 CAT6 DROPS
- COMPUTER CONDUIT AND ELEC. @ CASHIER STATIONS
- INDEPENDENT SOUND SYST.
- MICROPHONE PA HOOK-UP
- TV MONITOR
- VOICE/DATA/VIDEO
- EMERGENCY CALL STATION

FLOORING

- KITCHEN: EPOXY

180 STUDENTS

CAFETERIA	2,800 S.F.
STAFF TOILET	60 S.F.
DIRECTOR'S OFFICE	100 S.F.
KITCHEN	1,670 S.F.

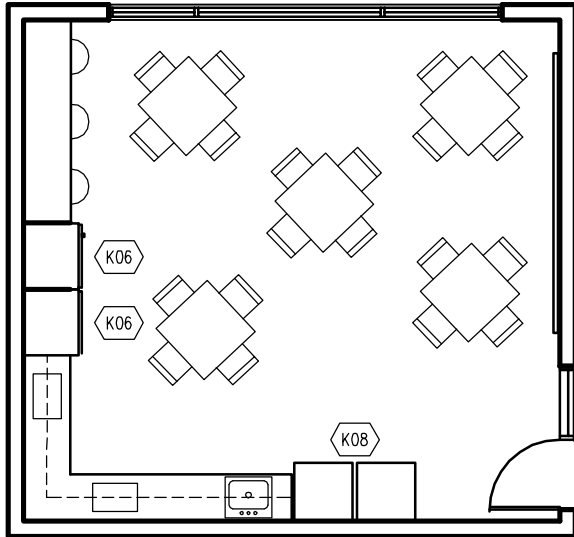
FOOD PREP	
REFRIG. STORAGE	
FREEZER STORAGE	
SERVING AREA	
DISHWASHING	
RECYCLING AREA	
DRY STORAGE	240 S.F.

4,870 S.F.

KEYNOTES

- | | | |
|-----------------------------|-------------------------------|----------------------|
| K01 TEACHER DESK | K05 CEILING-MOUNTED PROJECTOR | K09 DROP DOWN SCREEN |
| K02 STUDENT CUBBIES | K06 REFRIGERATOR | |
| K03 BOOKSHELVES | K07 COPIER | |
| K04 INTERACTIVE WHITE BOARD | K08 LOCKERS | |

SCALE: 3/32" = 1' - 0"



FURNITURE

5 SM. MEETING TABLES
20-25 SIDE CHAIRS

PLUMBING

LARGE S.S. SINK

ENVIRONMENTAL

DOOR W/SIDELIGHT
TRASH/RECYCLING

DISPLAY

TACK BOARD

STORAGE

HARD SURFACE COUNTERTOP

LIGHTING

DIMMABLE & ZONED

TECHNOLOGY

CLOCK/PA SYSTEM
VOIP PHONE SYSTEM
4 CAT6 DROPS
VIDEO CONNECTION
TV MONITOR

APPLIANCES

REFRIGERATOR,
LARGE CAPACITY
REFRIGERATOR/FREEZER
COMBO
2 MICROWAVES
VENDING MACHINES

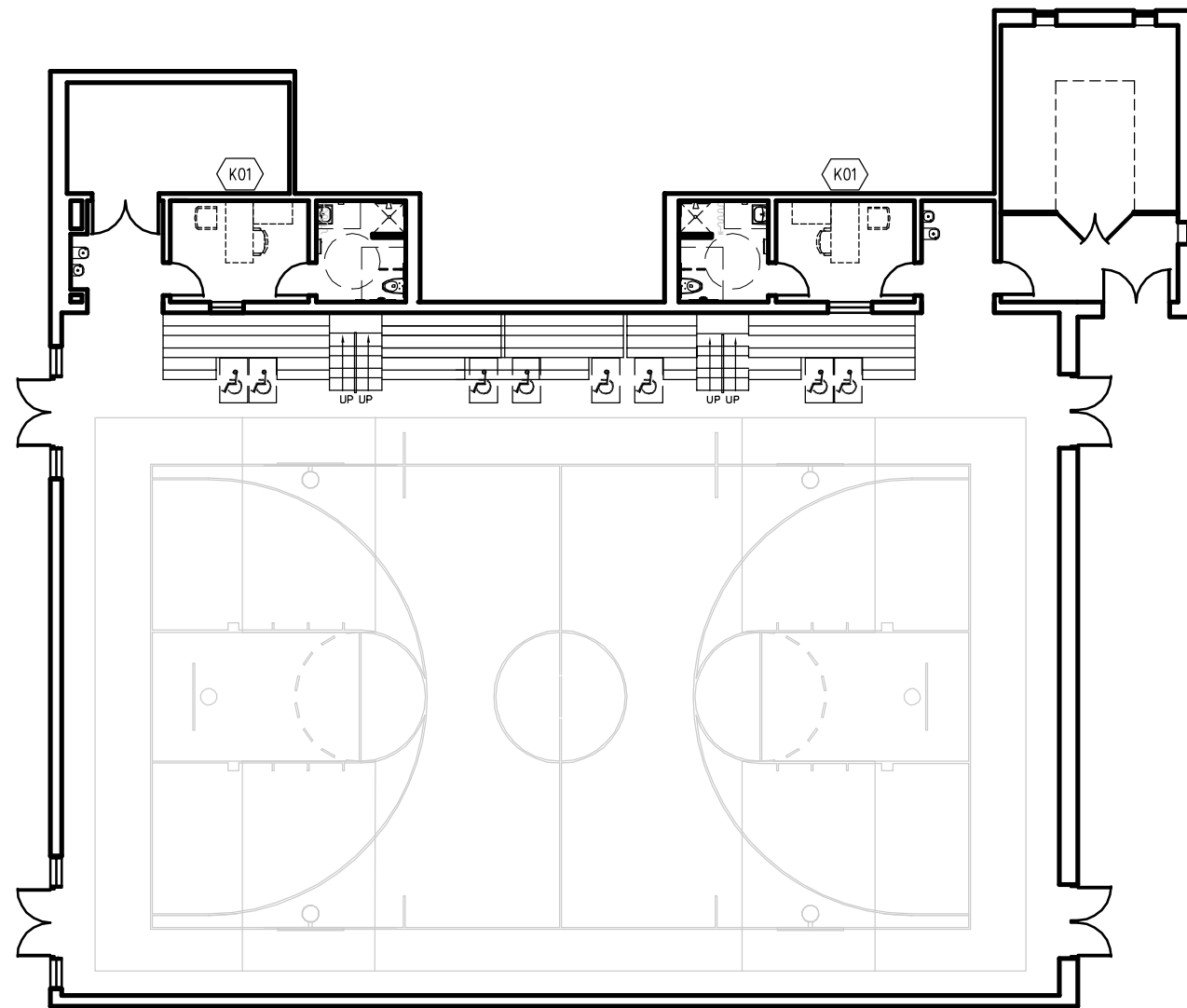
24 FACULTY

FACULTY LOUNGE 500 S.F.
500 S.F.

KEYNOTES

- | | | | |
|-----|-------------------------|-----|---------------------------|
| K01 | TEACHER DESK | K05 | CEILING-MOUNTED PROJECTOR |
| K02 | STUDENT CUBBIES | K06 | REFRIGERATOR |
| K03 | BOOKSHELVES | K07 | COPIER |
| K04 | INTERACTIVE WHITE BOARD | K08 | VENDING MACHINES |

SCALE: 1/8" = 1' - 0"



FURNITURE

- 2 STAFF DESKS
- 2 EXECUTIVE CHAIRS
- 2 SIDE CHAIRS
- WALL HUNG MATS

ENVIRONMENTAL

- DOOR W/SIDELIGHT

DISPLAY

- FLAG HOLDER
- TACK BOARD/SURFACE
- MARKER BOARD, MAGNETIC

EQUIPMENT

- ELEMENTARY SIZED BASKETBALL COURT
- MOTORIZED CEILING MOUNTED CURTAIN
- 2 RETRACTABLE END GOALS
- 4 RETRACTABLE SIDE GOALS
- FLOOR GAME INSERTS
- TELESCOPING BLEACHER SEATING FOR 100

PLUMBING

- TOILET ROOMS
- SHOWERS
- DRINKING FOUNTAINS

STORAGE

- WIRE CAGE STORAGE RACKS
- SHELVES

TECHNOLOGY

- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 4 CAT6 DROPS
- ELECTRONIC SCOREBOARD
- SHOT CLOCK
- SOUND SYSTEM W/ INDOOR/OUTDOOR SPEAKERS
- FIRE ALARM/STROBES

FLOORING

- GAME LINES, AS REQ'D
- ATHLETIC FLOOR SYST.
- CUSHIONED WOOD STRIPS

KEYNOTES

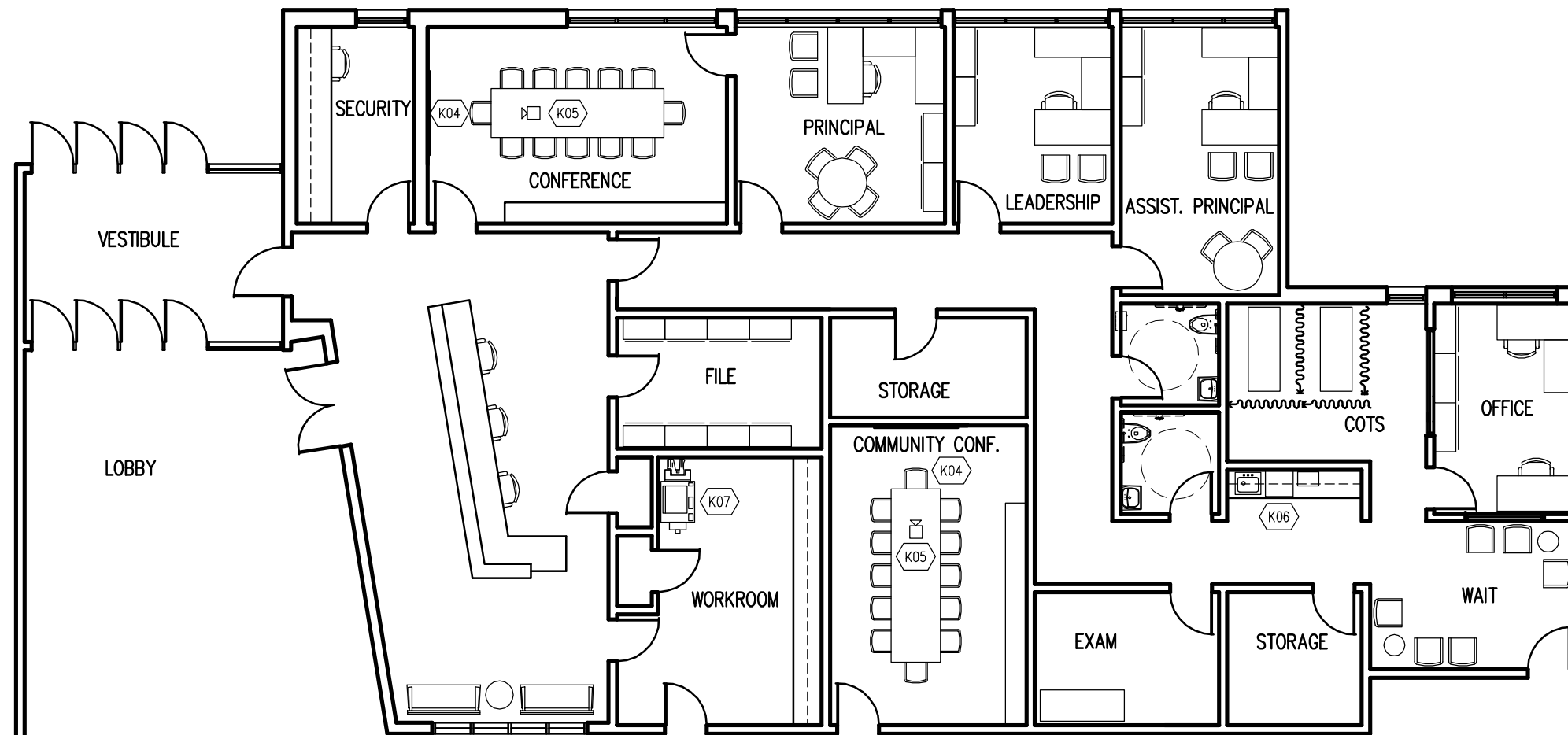
- | | | | |
|-----|-------------------------|-----|---------------------------|
| K01 | TEACHER DESK | K05 | CEILING-MOUNTED PROJECTOR |
| K02 | STUDENT CUBBIES | K06 | REFRIGERATOR |
| K03 | BOOKSHELVES | K07 | COPIER |
| K04 | INTERACTIVE WHITE BOARD | | |

OUTDOOR GYM EQUIP. STORAGE	400 S.F.
(2) COACH'S TOILET	75 S.F. EA
(2) COACH'S OFFICE	100 S.F. EA
GYM EQUIP. STORAGE	200 S.F. EA
BLEACHERS	500 S.F.
GYMNASIUM	4,600 S.F.

6,050 S.F.

SCALE: 1/16" = 1' - 0"





FURNITURE

- 5 STAFF DESKS
- 5 EXECUTIVE CHAIRS
- 46 SIDE CHAIRS
- 2 CONFERENCE TABLES
- 2 COUCHES
- 3 SIDE TABLES
- 2 COTS

ENVIRONMENTAL

- DOOR W/SIDELIGHT
- CUBICLE CURTAINS
- COAT HOOKS

DISPLAY

- FLAG HOLDER
- TACK BOARD/SURFACE
- TACK STRIP
- MARKER BOARD, MAGNETIC
- INTERACTIVE WHITE BOARD

EQUIPMENT

- MASTER TELEPHONE STATION
- FIRE ALARM CONTROL PANEL
- SECURITY SYST. CONTROLS/MONITORING
- NETWORKED COPIER
- FAX
- TV MONITORS

PLUMBING

- LARGE S.S. SINK
- 2 HAND WASH SINKS
- EMERGENCY EYEWASH

APPLIANCES

- REFRIGERATOR, UNDER COUNTER
- MICROWAVE

STORAGE

- FORMS STORAGE
- MAIL SORTING/DISTRIBUTION
- TEACHER MAILBOXES
- FILE CABINETS, LOCKABLE
- BOOKSHELVES
- WALL HUNG AND BASE STORAGE CABINETS
- DOUBLE LOCKING MED CABS

LIGHTING

- DIMMABLE & ZONED

TECHNOLOGY

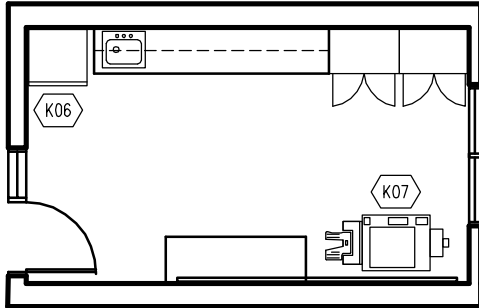
- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 4 CAT6 DROPS
- ADD. OUTLETS FOR MEDICAL EQUIP.
- CALL FOR AID ASSIST. ALARM
- ELECTRONIC LOCKDOWN

RECEPTION	150 S.F.
GENERAL OFFICE AREA	400 S.F.
FORMS STORAGE AREA	100 S.F.
(2) CLOSETS	50 S.F. EA
WORK ROOM	200 S.F.
PRINCIPAL'S OFFICE	200 S.F.
ASSISTANT PRINCIPAL'S OFFICE	200 S.F.
LEADERSHIP TEAM OFFICE	150 S.F.
CONFERENCE ROOM	250 S.F.
SECURITY OFFICE	100 S.F.
(2) TOILETS	60 S.F. EA
STORAGE	80 S.F.
COT ROOM	120 S.F.
NURSE'S OFFICE	150 S.F.
EXAM ROOM	100 S.F.
RECEPTION/WAITING	100 S.F.

2,520 S.F.

SCALE: 3/32" = 1' - 0"

- KEYNOTES
- | | |
|-----------------------------|-------------------------------|
| K01 TEACHER DESK | K05 CEILING-MOUNTED PROJECTOR |
| K02 STUDENT CUBBIES | K06 REFRIGERATOR |
| K03 BOOKSHELVES | K07 COPIER |
| K04 INTERACTIVE WHITE BOARD | |



PLUMBING

LARGE S.S. SINK

DISPLAY

TACK BOARD/SURFACE

EQUIPMENT

NETWORK COPIER
FAX MACHINE

APPLIANCES

REFRIGERATOR
MICROWAVE

STORAGE

SUPPLY CLOSETS

LIGHTING

DIMMABLE & ZONED

TECHNOLOGY

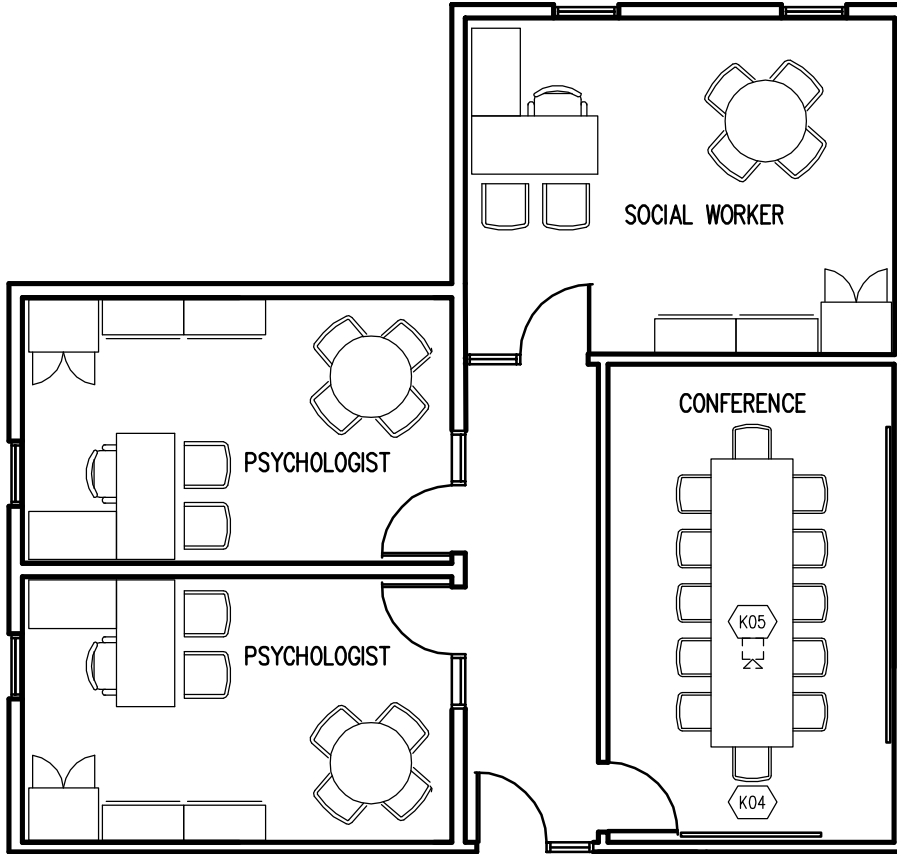
CLOCK/PA SYSTEM
VOIP PHONE SYSTEM
2 CAT6 DROPS

WORK ROOM 200 S.F.
200 S.F.

KEYNOTES

- | | | | |
|-----|-------------------------|-----|---------------------------|
| K01 | TEACHER DESK | K05 | CEILING-MOUNTED PROJECTOR |
| K02 | STUDENT CUBBIES | K06 | REFRIGERATOR |
| K03 | BOOKSHELVES | K07 | COPIER |
| K04 | INTERACTIVE WHITE BOARD | | |

SCALE: 1/8" = 1' - 0"



FURNITURE

- 3 STAFF DESKS
- 3 EXECUTIVE CHAIRS
- FILING CABINETS
- 1 CONFERENCE TABLE
- 3 SM MEETING TABLES
- 30 SIDE CHAIRS

ENVIRONMENTAL

- DOOR W/SIDELIGHT

DISPLAY

- MARKER BOARD, MAGNETIC
- INTERACTIVE WHITE BOARD

STORAGE

- STORAGE
- WARDROBE

LIGHTING

- DIMMABLE & ZONED

TECHNOLOGY

- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 4 CAT6 DROPS
- DISCRETE CALL FOR HELP

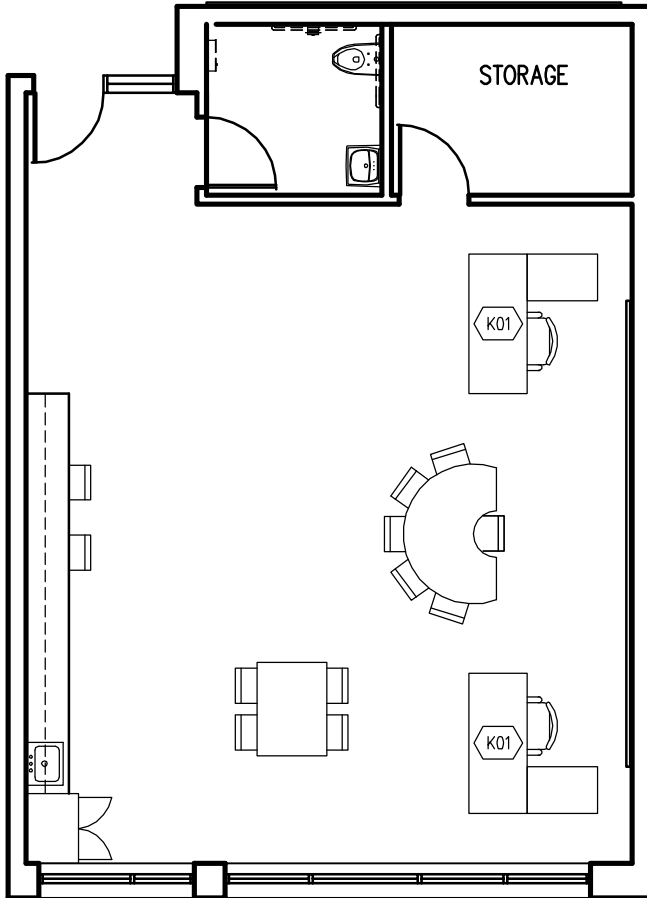
CONFERENCE	250 S.F.
SOCIAL WORKER	200 S.F.
(2) PSYCHOLOGIST	200 S.F. EA

850 S.F.

KEYNOTES

- | | |
|-----------------------------|-------------------------------|
| K01 TEACHER DESK | K05 CEILING-MOUNTED PROJECTOR |
| K02 STUDENT CUBBIES | K06 REFRIGERATOR |
| K03 BOOKSHELVES | K07 COPIER |
| K04 INTERACTIVE WHITE BOARD | |

SCALE: 1/8" = 1' - 0"



FURNITURE

- 2 TEACHER DESKS
- 2 EXECUTIVE CHAIRS
- 1 SIDE CHAIR
- FILING CABINET
- 2 STUDENT TABLES
- 11 STUDENT CHAIRS
- 2 COMPUTER STATIONS
- FLOOR MATS
- 1 MIRROR

PLUMBING

- TOILET ROOM
- LARGE S.S. SINK
W/ SAND TRAP
- BUBBLER

ENVIRONMENTAL

- WALL HUNG MATS
- DOOR W/SIDELIGHT

DISPLAY

- FLAG HOLDER
- TACK BOARD/SURFACE
- TACK STRIP
- MARKER BOARD, MAGNETIC
- CHALKBOARD

STORAGE

- SHELVES
- CABINETS
- HARD SURFACE COUNTERTOP

TECHNOLOGY

- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 4 CAT6 DROPS

EQUIPMENT

- CEILING HUNG EQUIPMENT

FLOORING

- VINYL
- CARPET

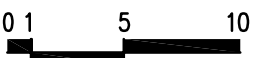
8 STUDENTS

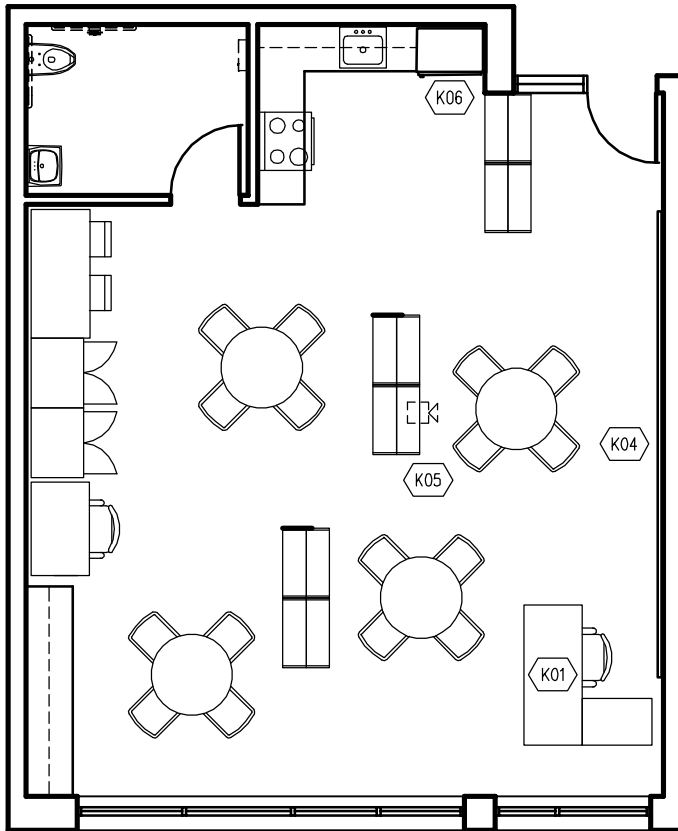
TOILET ROOM	60 S.F.
STORAGE ROOM	75 S.F.
PT/OT	765 S.F.

900 S.F.

KEYNOTES

- | | |
|-----------------------------|-------------------------------|
| K01 TEACHER DESK | K05 CEILING-MOUNTED PROJECTOR |
| K02 STUDENT CUBBIES | K06 REFRIGERATOR |
| K03 BOOKSHELVES | K07 COPIER |
| K04 INTERACTIVE WHITE BOARD | |

SCALE: 1/8" = 1' - 0" 



FURNITURE

- 1 TEACHER DESK
- 1 ASSISTANT DESK
- 2 EXECUTIVE CHAIRS
- FILING CABINETS,
LOCKABLE
- 2 COMPUTER STATIONS
- 5 STUDENT TABLES
- 18 STUDENT CHAIRS
- PORTABLE SHELVING
- PORTABLE DIVIDERS

PLUMBING

- TOILET ROOM
- LARGE S.S. SINK
- BUBBLER

ENVIRONMENTAL

- DOOR W/SIDELIGHT
- RECYCLING CENTER
- MECHO SHADES

DISPLAY

- FLAG HOLDER
- TACK BOARD/SURFACE
- TACK STRIP
- MARKER BOARD, MAGNETIC
- INTERACTIVE WHITE BOARD

STORAGE

- SHELVES
- CABINETS
- HARD SURFACE COUNTERTOP

TECHNOLOGY

- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 4 CAT6 DROPS

APPLIANCES

- REFRIGERATOR
- MICROWAVE
- STOVE

LIGHTING

- DIMMABLE & ZONED

12 STUDENTS

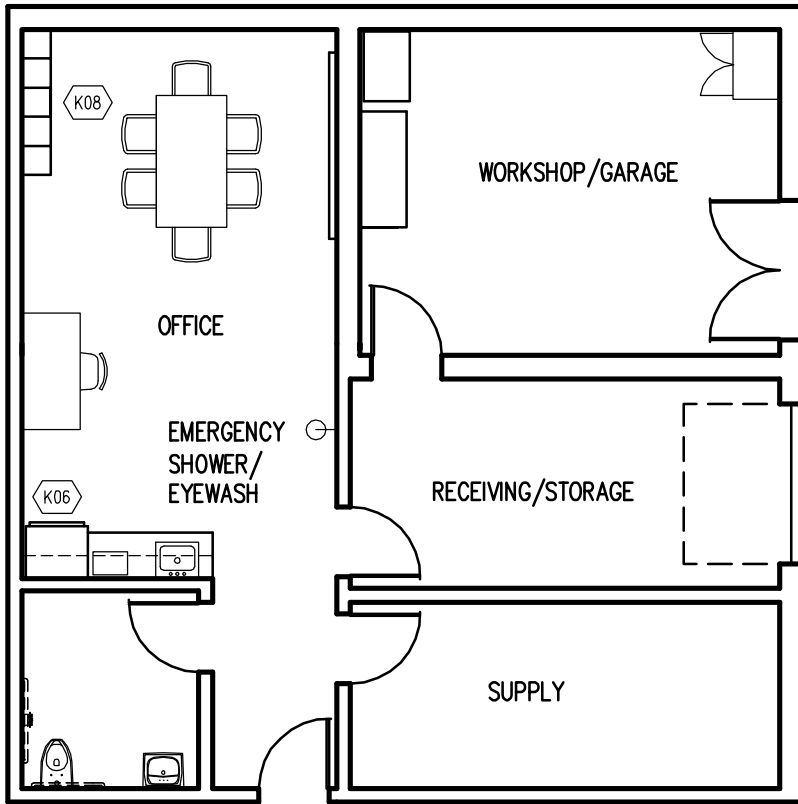
TOILET ROOM 75 S.F.
SELF-CONTAINED SPEC. ED. 700 S.F.

775 S.F.

KEYNOTES

- | | |
|-----------------------------|-------------------------------|
| K01 TEACHER DESK | K05 CEILING-MOUNTED PROJECTOR |
| K02 STUDENT CUBBIES | K06 REFRIGERATOR |
| K03 BOOKSHELVES | K07 COPIER |
| K04 INTERACTIVE WHITE BOARD | |

SCALE: 1/8" = 1' - 0"



FURNITURE

- 1 CONFERENCE TABLE
- 7 SIDE CHAIRS
- 1 WORK TABLE
- 1 WORK BENCH
- 5 LOCKERS

DISPLAY

- TACK BOARD/SURFACE
- TACK STRIP
- MARKER BOARD, MAGNETIC
- INTERACTIVE WHITE BOARD

EQUIPMENT

- ELECTRIC HAND TOOLS
- VENTILATED HAZ MAT CAB

PLUMBING

- TOILET ROOM
- LARGE S.S. SINK
- EMERGENCY EYEWASH/
SHOWER

STORAGE

- BASE AND WALL CABINETS
- HARD SURFACE COUNTERTOP
- SUPPLY/MATERIAL STORAGE
- SMALL TOOL STORAGE
- MAINT. EQUIPMENT STORAGE

LIGHTING

- DIMMABLE & ZONED

TECHNOLOGY

- CLOCK/PA SYSTEM
- VOIP PHONE SYSTEM
- 4 CAT6 DROPS

APPLIANCES

- REFRIGERATOR
- MICROWAVE

WORKSHOP/GARAGE	250 S.F.
RECEIVING/STORAGE	150 S.F.
SUPPLY	120 S.F.
TOILET	60 S.F.
<u>CUSTODIAN OFFICE</u>	<u>150 S.F.</u>

730 S.F.

KEYNOTES

- | | |
|-----------------------------|-------------------------------|
| K01 TEACHER DESK | K05 CEILING-MOUNTED PROJECTOR |
| K02 STUDENT CUBBIES | K06 REFRIGERATOR |
| K03 BOOKSHELVES | K07 COPIER |
| K04 INTERACTIVE WHITE BOARD | K08 LOCKERS |

SCALE: 1/8" = 1' - 0"

 **DRAFT**

Newtown Board of Education

2014-15 Budget Goals

1. Meet student and staff needs resulting from the events of December 14, 2012
2. Support District and Newtown High School preparation for 2015-16 NEASC accreditation
3. Provide an educational infrastructure to support
 - a) maintenance of existing and expanding technology requirements (including BYOD)
 - b) mandated implementation and assessment of new CT standards (Common Core State Standards)
 - c) implementation of recommended security measures
 - d) mandated educator evaluation plans
4. Support all activities listed in the Newtown Public Schools Coherence Plan
5. Plan for future needs of the Newtown Public School system

The Board of Education will create a budget that provides for and supports the following:

AREA of FOCUS	DELIVERABLE(s)	TIME FRAME	Goal
TEACHING AND LEARNING			
Mental Health Needs for Students and Staff	Successful funding of SERV grant and meeting grant requirements; Comprehensive Mental Health Plan	School Year 2014-15 Pilot SY 2014-15 Plan: June 2015	1
Newtown Graduation Requirements	Revised Policy, Implementation plan; Resources & Staff	January 2014 Ongoing	
NEASC Accreditation	Self-study completion Artifact collection	September 2014 Ongoing	2
Instruction/Assessment reflecting New Standards	Revised K-12 curricula and assessments; Professional development for staff	Ongoing; Ongoing	3
Educator Evaluation	Resources to support data collection and analysis; Professional development for administrators and teachers	Sept 2014 (staff) June 2015 Ongoing	3

AREA of FOCUS	DELIVERABLE(S)	TIME FRAME	GOAL
PLANNING FOR THE FUTURE			
Enrollment study for data-driven decisions	Publish RFP/select consultant; Enrollment study report	November 1, 2014	5
New District Strategic plan	Select consultant; District Strategic Plan including but not limited to a) Current and future space needs b) District administrative structure study	February 1, 2015	5
Technology Infrastructure and Expansion	Adequate infrastructure to meet district needs for database, reporting, assessment, financial, and instructional systems identified in 2014-15 budget	Ongoing	3
Security Measures	Critical security items identified as high priority by Security Committee and BOE; Mandated security infrastructure and practices	Ongoing July 1, 2014 (anticipated)	3
COMMUNICATION			
Increased Budget Communication	Embedded explanations within budget document (documentation); Budget dissemination plan for district and greater community (newsletters, presentations)	January 2014 Ongoing	

The SOS Program
Newtown Public Schools Recovery Project
Middle and High Schools
December 17, 2013

Depression among middle and high school students continues to increase. About 11 percent of adolescents have a depressive disorder by age 18 according to the National Co-morbidity Survey Adolescent Supplement (NCS-A). Girls are more likely than boys to experience depression. The risk for depression increases as a child gets older.

Because normal behaviors vary from one childhood stage to another, it can be difficult to tell whether a child who shows changes in behavior is just going through a temporary “phase” or is suffering from depression. Youth who have depression may show signs that are slightly different from the typical adult symptoms of depression. Adolescents who are depressed may refuse to go to school, feel hopeless or helpless, get into trouble at school, be negative, or feel misunderstood. Untreated depression may increase substance use, suicidal thoughts and attempts.

The SOS Program is a research based early intervention program listed on the Substance Abuse and Mental Health Services Administration’s (SAMHSA) National Registry of Evidenced-Based Programs and Practices. The program is a school-based intervention that includes education and screening. Students participate in a guided classroom discussion on depression and the advantages of early intervention. They learn the early warning signs for depression, and screen themselves for depression by completing an assessment form. They can elect to self refer for help by requesting to speak with a school counselor or a mental health professional (Wellmore staff). Students also view a video that teaches them to recognize the signs of depression in others. They are taught that the appropriate response to the signs are to acknowledge them, let the person know you care, and tell a responsible adult (either with the person or on that person’s behalf).

The intervention attempts to:

- increase knowledge about depression
- prevent suicide attempts
- develop more appropriate attitudes toward mental health illnesses and treatment
- increase self help seeking behaviors
- increase help seeking behaviors on behalf of others
- reduce stigma associated with mental health problems

Primary target populations:

- 7th and 8th grade middle school students
- 9th, 10th, 11th and 12th grade high school students

Secondary target populations:

- Parents
- Teachers

Parents are invited to participate in a Parent Forum on depression and the importance of early intervention. They will view a video on depression and participate in a guided discussion. A passive consent form will be sent home to parents for all students who will participate.

Teachers are educated about the SOS Program and taught intervention and referral protocols. Professional mental health resources available for students in school and the community will be provided.

Implementation Plan - Newtown Middle School

SOS committee: Tom Einhorn, Tony Salvatore, Sue Connelly, Dave Jacob, and Judy Blanchard

The social workers, guidance counselors, psychologists and mental health staff will be trained in the SOS Program by mid January.

The faculty will be introduced to the program during a faculty meeting in January.

A Parent Forum will be scheduled in late January.

Grades 7 and 8 will participate in the SOS program during their health classes by utilizing a rotating testing schedule. Over the course of 3 weeks all students will participate in the class.

Implementation Plan – Newtown High School

SOS committee: Charles Dumais, Cathy Ostar, Dave Jacob, and Judy Blanchard

The social workers, guidance counselors, psychologists and mental health staff will be trained in the SOS Program by mid January.

The faculty will be introduced to the program during a faculty meeting in January.

A Parent Forum will be scheduled in late January.

Students in grades 9 and 12 students will participate in the SOS program during their Connection class. Over the course of 12 school days all students will attend the class.

Students in grades 10 and 11 will participate during the counselor workshops. Over the course of 10 school days all students will attend the class.

Program Rationale and Goals

The strongest risk factors for suicide in youth are depression, substance abuse and a history of previous attempts. According to the Centers for Disease Control and Prevention, suicide is the 2nd-leading cause of death for children and adolescents ages 11-18 in the United States. In 2010, 8 percent of youth (about 1.9 million people) age 12-17 in the U.S had experienced a major depressive episode during the past year (SAMHSA, 2012). In children and adolescents, an untreated depressive episode may last 7 to 9 months, an entire academic year (U.S. Department of Health and Human Services, 1999). Depression has been linked to suicide, poor school performance, substance abuse, running away and feelings of worthlessness and hopelessness.

The SOS High School Program was created to assist you in addressing the problems of youth depression and suicide simultaneously and age appropriately. The program uses a universal approach to assist in identification

of at-risk youth. The goals of the program are to:

- Decrease suicide and suicide attempts by increasing knowledge and adaptive attitudes about depression among students.
- Encourage individual help-seeking and help-seeking on behalf of a friend.
- Link suicide to mental illness that, like physical illnesses, requires treatment.
- Engage parents and school staff as partners in prevention by educating them to identify signs of depression and suicidality in youth and by providing information about available referral resources.
- Reduce stigma associated with mental health problems by integrating the topic into existing health curriculums.
- Increase self-efficacy and access to mental health services for at-risk youth and their families.
- Encourage schools to develop community-based partnerships to address issues associated with student mental health.

Research indicates that youth are more likely to turn to peers than adults when facing a suicidal crisis. The SOS Program incorporates peer-to-peer intervention as the model of its implementation strategy. By training students to recognize the signs of depression and suicidality, and empowering them to intervene when confronted with a friend who is exhibiting these symptoms, SOS capitalizes on an important social/emotional aspect of this developmental period. For students, the program goals are to:

- Help youth understand that depression is a treatable illness
- Educate youth that suicide is not a normal response to stress, but rather a preventable tragedy that often occurs as a result of untreated depression
- Inform youth of the risks associated with alcohol use to cope with feelings
- Increase help-seeking by providing students with specific action steps to take if they are concerned about themselves or others and identifying the resources available to them
- Encourage students and their parents to engage in a discussion about these issues
- Encourage peer-to-peer communication about the ACT help-seeking message

The support of administrators, teachers, and parents is crucial to the success of your program. Providing people with the tools they need to respond responsibly when the concern is youth suicide will increase the likelihood of having a positive impact on students. It is important to strike a balance between responding to the signs of a youth who may need help and the harmful effects of labeling or overreacting to a situation. Recognizing warning signs and interpreting them as indicators that a child may need assistance reduces the risk that parents, educators, and community members will react inappropriately. For this reason, materials are provided to help gain the support of parents and school staff and educate them about the warning signs of depression and suicide and the action steps they should take if they encounter a youth who may be at-risk.

Jo-Ann K. Peters-Edmondson, Principal
(203) 426-7666



29 Church Hill Road
Newtown, CT 06470

Hawley Elementary School
Our Mission: All children can and will learn well.

DEC 14 2012

December 13, 2012

Dear Members of the Newtown Board of Education, Dr. Robinson and Dr. Gejda,

Fourteen years ago I was offered the opportunity to come to Newtown as the principal of Hawley Elementary School. This decision proved to be the most wonderful experience of my professional life. Not only has Newtown been my professional home but has also been my community, the place where my daughters have grown up and attended school. My family and I are most fortunate to have been a part of the Newtown Community and this high performing school district.

As I complete my 33rd year in education, I have come to the decision that it is time to retire effective January 3, 2014, as per our agreement. I know that all the success I have enjoyed has been achieved in full partnership with the outstanding professionals at Hawley. The highly dedicated teachers and support staff have provided an incredible learning experience for all of our students. I am deeply indebted to the parents and families for their unwavering support and commit to our school. I am grateful for the supportive leadership of the three superintendents that I have had the pleasure of working with. In addition, I have great appreciation and admiration for the many board members who have devoted countless hours in support of our students, school district and community.

While this decision is bitter sweet, I believe it is the right time for me to pass the baton to the next leader of our school. I am very proud of what we have accomplished and it has been a privilege and an honor to have served as the principal of Hawley Elementary School.

With Sincere Gratitude,

A handwritten signature in blue ink that reads "Jo Ann Peters-Edmondson".

Jo-Ann Peters-Edmondson

Committee Assignments - Draft

- **Communication**
Laura Roche, Chair
Debbie Leidlein
Keith Alexander
- **CIP/Facilities/Finance**
David Freedman
Kathy Hamilton
- **Policy**
Kathy Hamilton
Laura Roche
David Freedman
- **Contract Negotiation**
Debbie Leidlein
Kathy Hamilton
Michelle Ku

- **Special Education/Gifted Education – this is an assignment not a standing cmte**
John Vouros
Michelle Ku
- **Technology – this is an assignment not a standing cmte**
Keith Alexander
David Freedman
- ~~**Coherence – this is an assignment not a standing cmte**~~
~~Laura Roche~~
~~John Vouros~~
~~David Freedman~~
- **Security – this is an assignment not a standing cmte**
Michelle Ku
John Vouros

Other assignments:

- SHS Building Cmte – CIP
- Liason to LC, BOS and BOF
- Education Connection - Michelle
- Magnet School Advisory Board – John V

Elementary Schools Win Healthier US School Awards

Thursday, November 21, 2013



Photo: *Eliza Hallabeck*

Head O' Meadow Elementary School students stood with, top left, Principal Barbara Gasparine, and Lead Teacher Natalie Hammond, second from left, and, in the top right, nutrition staff member Sharon Trudeau, nutrition staff member Mary Ann Choun, and Chartwells School Dining Services Resident Dietitian Jill Patterson, right with plaque, for a photo to commemorate all Newtown Elementary Schools earning HealthierUS School Challenge recognition.



Photo: *Eliza Hallabeck*

Middle Gate Elementary School students stood with, center from left, physical education teacher Tony Sortino, Chartwells School Dining Services Resident Dietitian Jill Patterson, nutrition staff member Suellen Braddock, physical education teacher Laura Cooper, and nutrition staff member Diane Fisher for a photo to commemorate all Newtown Elementary Schools earning HealthierUS School Challenge recognition.

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Newtown's four elementary schools recently earned national recognition through the HealthierUS School Challenge (HUSSC), as announced by Chartwells School Dining Services.

According to Chartwells School Dining Services Resident Dietitian Jill Patterson, Middle Gate Elementary School, Head O' Meadow Elementary School, Hawley Elementary School, and Sandy Hook Elementary School were recognized for working to support and improve the health of children and the community with the USDA HealthierUS School Bronze Level awards. As part of the effort, healthy items are featured on school menus and physical education and activity are emphasized. Those efforts are part of HUSSC.

The HUSSC is a voluntary national certification initiative for schools participating in the National School Lunch Program. It supports First Lady Michelle Obama's Let's Move campaign by recognizing schools that are creating healthier school environments through promotion of good nutrition and physical activity. Sponsored by the USDA Food and Nutrition Service (FNS), the initiative encourages that all schools take a leadership role in helping students to make healthier eating and physical activity choices that will last a lifetime, according to Chartwells.

Schools, such as Newtown's elementary schools, that champion the HUSSC work hard to make changes to their school nutrition environment in order to improve the quality of the foods served, provide students with nutrition education, and provide students with physical education and opportunities for physical activity, according to Chartwells.

To qualify for an award, a school must submit a formal application and meet basic criteria set forth by the FNS. The HUSSC criteria reflect the recommendations of the Dietary Guidelines for Americans and the Institute of Medicine (IOM) for foods that should be served in schools, and outside of the organized school lunch meals, according to a release. Nutrient-rich foods including whole grains, dark green vegetables, deep orange-colored vegetables, legumes, and low-fat and fat-free milk are a few of the nutrition requirements for the school lunch menu. HUSSC must also have a local school wellness policy, as mandated by Congress. Schools receiving a HUSSC award commit to meeting the criteria throughout their four-year certification period.

"I am pleased to inform and congratulate you on Newtown Public Schools being awarded the Healthier US School Challenge Bronze Award for all four of your district's elementary schools," said Kyle Bogaert, School Nutrition Programs for the United States Department of Agriculture (USDA). "The HUSSC is a recognition award for schools that have demonstrated a commitment to excellence in both nutrition and physical education to promote a healthier school environment for children. It is a wonderful accomplishment for the food service department, the students, the school district, and the State of Connecticut."

The HUSSC application process was led by Ms Patterson for Newtown Public Schools and Chartwells Foodservice Director for Newtown Public Schools Dan Shields. A team of school professionals who are involved in delivering programs that align with the goals of the HUSSC Challenge included District Health Coordinator Judy Blanchard and physical education teachers Doug Michlovitz, Nick Drouin, Steve Dreger, Jenny Amato, Laura Cooper, Tony Sortino, Rosanne O'Neill, and Jaclyn Lloyd.

The following administrators also made this award possible: Interim Superintendent of Schools John Reed, Assistant Superintendent Linda Gejda, Hawley Principal JoAnn Peters, Middle Gate Principal Christopher Geissler, Head O' Meadow Principal Barbara Gasparine, and Sandy Hook Principal Kathy Gombos, according to Chartwells. Special recognition is also due to the school nutrition staff, Lorna Szalay, Lorraine Van Veen, Kathleen Coffey, Suellen Braddock, Diane Fisher, Sharon Trudeau, Mary Ann Choun, Nuala Keegan and Melanie Godfrey, for their efforts in achieving school lunch menu changes leading to a HUSSC Bronze award, according to the release.

For additional information, visit: www.fns.usda.gov/tn/HealthierUS/awardwinners.html